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EDUCATIONAL PROGRAMS ON AGING PROJECT

INTERGENERATIONAL PROGRAMS

FINAL REPORT

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INTERGENERATIONAL PROGRAMS ALIVE

Educational Programs on Aging
Eileen Conway-Martin
July, 1986

EDUCATIONAL PROGRAMS ON AGING

Intergenerational Programs Alive

CURRICULUM

Prepared by:

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JULY, 1986

EDUCATIONAL PROGRAMS ON AGING

The Educational Programs on Aging Project was funded by the Health Promotion Directorate of Health and Welfare Canada. A grant of $205,150 was provided to the P.E.I. Department of Health and Social Services to conduct the Project from January, 1984, to July, 1986.

The goal of the Project was to create educational opportunities which would "improve knowledge and attitudes about the elderly, about the aging process, and about the influence of good health and positive attitudes on aging." [1]

Three staff (two Educational Specialists and one Secretary) were hired under the grant. An Advisory Council was established in the spring of 1984 and was made up of individuals with skills, interests, and experience in community service delivery, the educational system, and citizen advocacy. They met quarterly with the Project staff and acted as advisors, ambassadors, and assistants to the work as it progressed.

The Project had two main components:

The Intergenerational Program was designed to bring young and old people together in schools and other community settings. Activities and subjects focused on aging as a normal process; on the skills and experience that the elderly can share with the young; and on projects of mutual interest which encouraged the development of close relationships.

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[1] Joshi, Anju, Educational Programs on Aging: Proposal by the Division of Services to the Aging, P.E.I. Department of Health and Social Services, April, 1982, P i.

The Training for Service Providers component provided educational opportunities to those who work with the elderly in the community--public health nurses, natural caregivers, homemakers, therapists, etc. A variety of topics were addressed in the areas of gerontology, geriatrics, service delivery models, philosophy of care, and personal awareness about aging.

This document is the final report of the Intergenerational Program component, prepared by Eileen Conway-Martin. It records the highlights of the past two and one-half years. There is a second document on the Training for Service Providers component which was prepared by Kevin Moynihan.

I want to express my appreciation to the many, many people who have contributed so much to the Project--members of the Advisory Council, school administrations, community and professional organizations, health and social service agencies, Audio-Visual Services, Holland College, P.E.I. Department of Education, and our own Department of Health and Social Services. We have been very richly blessed along the way with skilled resource people, enthusiastic participants of all ages, and willing organizers, many of whom volunteered their time and energy out of sheer commitment to the idea and its possibilities.

Also, I want to thank the staff of the Health Promotion Directorate for their guidance and support. And last but not least, I want to thank Kevin, Eileen, and Beryl Burke for their dedication to the task and the team; their insights, abilities, and enthusiasm; and their sense of humour which always managed to see us through the rough spots.

It has been a pleasure. Best wishes to all of you.

Janet Yuill
Project Supervisor
September, 1986

CONTENTS

Page

INTRODUCTION 1

PROFILE 3

  - Beginnings 3
  - Goals 5
  - Philosophy 6
  - Description 9
  - Methods 11
  - Results 19

PROGRAM OUTLINES 40

  - Aging Awareness Sessions 40
  - Intergenerational Dialogue Series 49
  - Intergenerational Education 56
  - Mentor Project 64
  - Program Enrichment 71
  - Community Education 76
  - Community Outreach 81
  - Orientation 86

SUMMARY 99

APPENDIX 103

CURRICULUM INTRODUCTION

"Age is opportunity,no less than youth itself
Though in a different dress,
And as the evening twilight fades away
The sky is filled with stars invisible by day." *Longfellow*

To equate age with opportunity across the life cycle has become one of the most zealous goals in our present world. In turn, the rediscovery of elders, ie,'invisible stars by day' has emerged as an equally significant endeavor to pursue for the benefit of all ages--our entire human society. With our increasingly aging population in our province, nation, and our world, coupled with the awareness that attitudes on aging enhance ongoing well-being, the two missions, as stated above, are seen as primary ones in cultivating and continuing a healthy and responsive world. Ultimately then, in order to respond to this present dynamic need and momentum, the following curriculum has been written.

Presented within 'Intergenerational Programs' Alive are the following: (1) Program Outlines that will assist you in encouraging positive attitudes on aging and the sense of opportunity across the life cycle, within youth ages 6-18; and (2) Systems of Organization that enable your intergenerational experiences to grow efficiently and effectively into a dynamic and permanent program. Along with these two main components, insights on initial contact, program marketing, and possible results to be expected are shared.

To best utilize this intergenerational resource, we suggest that you enjoy perusing the initial sections,(ie, profile, methods, impact) prior to utilizing the program outlines.

It is this awareness of development and process that the true secrets of intergenerational program development are to be found. The outlines will only come alive when you have an understanding of this effective and dignified process.

In closing, many rich and varied experiences over two and one-half years across Prince Edward Island have unveiled the following discoveries and deep wisdom regarding the 'intergenerational experience.' It is our ultimate hope that you will benefit from our insights, as well as catch the intense excitement to carry you on your journey through the generations. With the lead of Intergenerational Programs Alive, we expect that you will become engaged in your own programs and thus, uncover even still new discoveries concerning educational and personally fulfilling experiences between the ages. Undeniably, you too will realize the benefits; moreover, you will see the total human potential that is unleashed when age is synonymous with opportunity across the life cycle, and persons of all generations are encouraged to share their gifts with one another.

In the end, you can only feel the positive impact of intergenerational programs as they truly respond to all people within our ever increasing aging society. Without further adieu, we wish you well on the beginning of your intergenerational adventure. As you peruse 'Intergenerational Programs Alive,' moreover, we especially wish you the best on the continuation of your journey as you begin to create your own intergenerational experiences. It is important to remember that intergenerational programs and their valuable experiences are endless ... as endless as our commitment and imagination!

PROFILE

Beginnings

"You will not know where you are going unless you know where you have come from."

Thus, at this point, we will share briefly our projects' beginnings to properly prepare you for your intergenerational journey. Initially, with a growing sense of age as opportunity, the Prince Edward Island Department of Health and Social Services became commited to creating services that would ensure optimal elder choice, self-management, and personal fulfillment. In the early 1980's, it was the primary intention of this department to design health-related support systems,in conjunction with community clubs and agencies, that would enable elders to remain as independent as possible, and to live in their own communities and in their own homes according to personal choice.

At the same time, it was felt that, prior to doing so, a public education program was needed regarding the potential of older adults, the benefits of ongoing community integration, and the importance of optimal health and positive attitudes on aging. Reinforcing this observation, a 1980 study by Ernest MacDonald, ATLANTIC CANADA'S ELDERLY, determined that a common problem for each of the provinces seemed to be the prevalence of myths and misconceptions of aging and older persons held by all people--youth, professionals, and the general public at large. Ultimately then, it appeared quite logical for Health and Social Services to initiate a project to properly address common 'ageist beliefs,' while setting a positive climate for the growth of dignified and integrated independent community options involving Island elders. With this,the **Educational Program on Aging Project (EPA)** was born.

Funded through the Health Promotion Directorate of Health and Welfare Canada, the EPA Project's ultimate goal, as stated previously, has been to improve attitudes and knowledge about our aging selves, the elders around us, and the aging process. It's focus is two-fold--with the programs differentiated by their method of delivery and target population.

(a) Intergenerational Programs focus on the bringing together of young people and elders to promote personal contact and mutual understanding. These opportunities can occur in schools, among community youth groups, in nursing homes, summer camps, or almost any setting where the two age groups can engage in mutually beneficial activity. Activities may include seniors assisting children in the classroom, the undertaking of a community project, adopt-a-grandparent programs, and seniors enhancing a classroom study by their own personal experiences and skills. The Educational Specialist, who is responsible for this component of the project, will be establishing programs and pilot projects in the schools and communities on the Island; recruiting and training senior volunteers; giving presentations to teachers, principals, youth leaders and others on intergenerational programming; developing a resource centre of materials; and participating in the monitoring and evaluation of the project.

(b) Educational Training for Services Providers as defined focuses on the volunteer and professional in the community who provide services to the elderly. Training and education opportunities are offered on a variety of topics relating to geriatrics, gerontology, and the philosophy of providing services. The Gerontology Resource Person, who is responsible for this component of the project, will be planning, implementing, and evaluating workshops and seminars; developing a resource centre containing audio visual and print material for the ongoing inservicing of service providers; and participating in the monitoring and evaluation of the project.

(NOTE: Above program definitions are taken from the original EPA Health and Welfare project proposal.)

In that this curriculum will primarily address the first component--Intergenerational Programs, we welcome you to request the separate educational guide designed for professionals and service providers available through the Health Promotion Directorate. Now to address the Intergenerational Curriculum.

The **goals of the program** are:

i To provide educational opportunities to young people about the relationship of good health and positive attitudes on the aging process.

ii To introduce the participation of seniors in the schools with the long-term aim of integrating their contribution into the school program.

iii To provide enriched learning opportunities for school-age children by involving them in a dialogue and/or contact with seniors.

iv To offer older volunteers an opportunity to use their skills, expertise, and experiences.

v To promote the development of other intergenerational programs in the community.

vi To increase young people's awareness of the elderly, their needs, and concerns.

Philosophy

> *"Write on your heart that*
> *each day is the best day of the year."* Emerso

This above message, powerful and thought provoking, is what today we would call a philosophy of living. Philosophy, yes, that underlying belief that seems to move things or people towards one desired goal; perhaps we could call it the 'golden kernel' in the midst of all else. The Intergenerational Program has it's 'golden kernels.' There are four in nature as follows:

(1) Aging is a positive universal process;

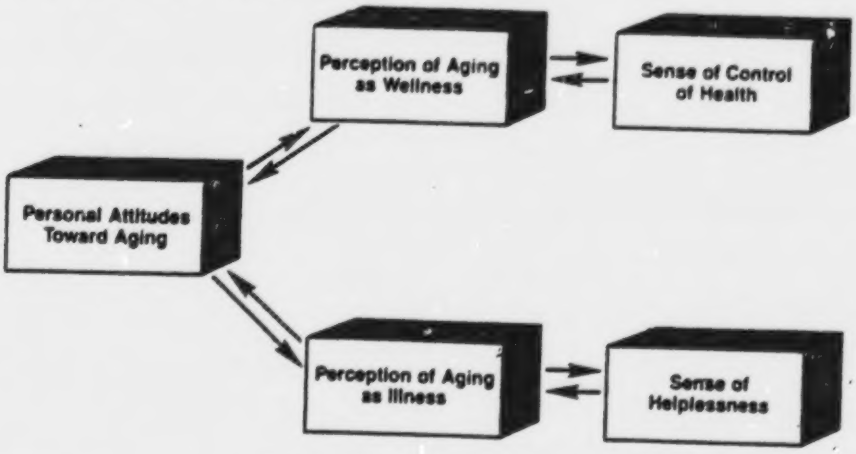
(2) Experience is a major influence on attitude formation;

(3) Individuals, in maturing, strive for personal continuity; and

(4) Relationships between the generations are positive when reciprocal.

Aging is a positive universal process: "We have met the aging and they are us." Truly, this is one of the thoughts most imbedded within the EPA Intergenerational Program. We contend that aging is a natural, universal process, begun at birth; whereby, understanding, self knowledge, and positive thinking are the key. Previously in the absence of scientific knowledge about the aging process, prior to the 1960's and 1970's, personal observation or folk myths became the basis for social, psychological, and biological beliefs about older people (MacPherson, p, 12). As a result, the prevalence of myths succeeded in discoloring the realistic and positive portrayal of aging; leading to fears in the young and negative self-fulfilling prophecies in the old. An essential goal of our project has been to explore and replace, as needed, negative and unrealistic ideas, with a true understanding of this human process of growth entitled 'aging.'

Essentially, we view aging as a universal experience; furthermore, we believe that positive attitudes and understanding on aging now can ensure optimal health and overall well being dramatically in the later years. NOTE: the following graphic representation illustrates the effect of positive attitudes on aging in personal health promotion and its converse.


Perception of Aging as Wellness
Sense of Control of Health
Personal Attitudes Toward Aging
Perception of Aging as Illness
Sense of Helplessness

(2) Experience is a major influence on attitude formation: Attitudes, according to Barry MacPherson, are positive or negative dispositions held toward an object or a group--stereotypes within given cultures. In our culture,negative stereotypes on aging and growing old are developed in the socialization process and/or through personal experience. Specifically, experiences within the family, school, peer group, work place, and media dispose us to a predetermined set of values, ie, aging as disease or aging as opportunity. Fortunately, attitudes are not permanent, can change, and be changed over time (Olejnik and LaRue, 1981). For example, obvious changes in adolescents' perception of older persons after a two-month intergenerational experience were very evident (MacPherson - 1983.) Within the EPA Intergenerational Project, positive changes due to experience have also been noted. (Please see Results Section for more specific information.)

(3) Individuals in maturing strive for personal continuity: As individuals age, they strive to maintain personal continuity in their lifestyle ("The Continuity Theory," William and Wirtle, 1965). Malcolm Cowley refers to aging in "A View From 80," as merely a 'costume change'; whereby, perhaps one's hair and clothes are altered but ultimately one's person is still the same. Furthermore, Atchley (1971) continues by stating that individuals adapt most successfully to aging if they maintain a lifestyle similar to that developed in the early and middle years. Thus, a person who has often preferred quiet activities will not likely join large associations in their later years and vice versa. This philosophical 'kernel' of individuals striving for personal continuity is one in which we would agree is one of the insights to consider in organizing intergenerational programs. See Method Section for more detail.

(4) Relatiohships between the generations are positive when reciprocal: Relationshops seem to continue when they are rewarding to both parties. Think about it! We always continue to give when we are receiving something of value to us. Socialogists would refer to this as the 'social exchange theory' whereby each actor in the relationship strives to balance costs and rewards, proceeding always based on this alternating/reciprocal process. Researchers attribute the strength of family bonding in part to these exchange services, ie, babysitting, money, household maintenance, fare tickets for travel, or face-to-face visits, telephone calls, and letters (Hill, 1965, Synge et all, 1981). In summary, we feel positive when there is a give and take in relationships; in turn, we are likely to invest ourselves more deeply because of reciprocity. In considering youth and elders, we believe that a rewarding exchange must be the basis of every intergenerational program. It results in a sense of personal investment for young and old and is what ensures ongoing experiences between the ages.

Description

"We have met the aging and they are us."

Consistently studies and programs have shown the positive benefit of intergenerational programs for all ages. Ultimately, intergenerational learning programs reach youth at attitude forming periods and influence their behavior positively toward their own aging, their parents, grandparents, and/or towards older people in the community (Rapelje and Ventresca-1982). At the same time, benefits for elders are cited; specifically, that which appears most predominantly is the creation of a 'participatory role' based on individual choice, that ensures personal continuity (Mead-1976).

Upon involvement in 1984 , Prince Edward Island also sensed significant personal benefits as above through the growth of rich intergenerational experiences for all ages in each county across the Island. Through its 197 programs/events, involving 17,827 participants, the Island youth truly came to value the aging process and older persons around them; as well, the connection between positive attitudes and optimal well-being was well realized within young persons' minds. Significantly, elders begin to see themselves as involved members of their communities, 'partners in action,' and enjoyed it thoroughly. As the president of the Senior's Federation stated, "We, the seniors, thoroughly enjoyed ourselves, and are willing to participate. It gives us a feeling that we are not old, but rather interesting."

Finally, PEI became a particularly interesting place to examine attitudes on aging in that as a province, it has the highest aging population across Canada--approximately 13 percent. In addition, this elder constitution involves a range of individuals, ie, rural to city, professional to non-professional, native born to those from other provinces and countries. Ultimately, these lifestyles and varied levels of intergenerational involvement provided a 'mosiac-like' environment for the piloting of diverse and unique experiences between the generations. And so events, from elder theatre presentations (The Venerables Present) to community projects (From the Past-For the Future) were born.(Please see results section for a more thorough categorization of program events.) All in all, what can be said about the total effect of the Intergenerational Project is best recounted by a young participant:

> **"It left an everlasting impression that I'll never forget."**

METHOD

Many factors contribute to a dynamic intergenerational program; clearly that which seems most significant is the process. If you, the reader, fully grasp this section on 'how to,' you perhaps will know all the secrets within an effective intergenerational program, ie, its potential to explore and change attitudes, and its power to rebuild supports between the ages. As aging itself, successful intergenerational programming is positive development and process along the way.

Initially, two main systems will be addressed: they are the core of the program: (a) **Personal Profile**, and (b) **Action Agreement.** Following, additional techniques, around this central core, will also be discussed, ie, stimulating natural change agents, building upon familiarity, presentation models (the peer teaching method, etc.) All in all, what ought to be remembered is that these techniques are integrated as a winding staircase, each connected and creatively building upon one another.

Foremost, the **personal profile**--a resumé-like document, gathers information on the present interests of elder resource persons: (a) interest area, (b) youth preference--age, size of group, (c) time commitment and (d) format (please see appendix for document). Information is collected through one-on-one interviews enabling elders to comfortably define their actual interests. For example, some older persons may prefer individual vs group activities, physical education options as opposed to reading; or adolescents as opposed to small children (perhaps contrary to popular myth). As alluded to in the philosophy on 'continuity,' this is important to hear and respect for the elders future successful adjustment within the program. If an elder is accustomed to completing resumés, this is accepted on a one-on-one basis over the personal profile. This one-on-one session is the first opportunity for the elder and program coordinator to become acquainted. Of utmost significance is that this encounter in encouraging a process of mutual decision-making,sets the stage for elders to become 'partners in action' as opposed to passive consumers. In the end, personal elder choice, facilitated by sensitive coordination, determines investment, and in turn, positive intergenerational experiences that benefit all ages.

The second core system utilized is that of the **Action Agreement**, this document (see appendix) symbolizes the ongoing mutual decision-making within community intergenerational teams, throughout the programs' growth. Community intergenerational teams are those composed of participants--an elder, young person, school contact person/community recreation leaders, and others (as requested, ie, parents, relatives, professionals, community individuals). With facilitation only by the intergenerational coordinator, these teams design their intergenerational program with the following phases of development in mind:

(1) program orientation,
(2) initiation,
(3) development, and
(4) evaluation.

Action steps are identified with responsibilities clearly delegated; essentially three sessions prior to program implementation, ie, two brainstorming, and one document approval are essential in designing the action agreement. Ongoing feedback and intermittent evaluation sessions during program development are necessary in re-evaluating this agreement. Regarding verbal feedback, it is most helpful when frequent, particularly at the beginning. This gives a feeling of acknowledgement and appreciation to all participants. Concerning final evaluation sessions, this time frame is best determined by the facilitator, and participants within the initial action agreement; after all you, the team, know your program best.

In summary, this action agreement process has proven itself and cannot be short-circuited or surmounted. In each of the intergenerational programs where it has been utilized along with the above procedures, there was consistent success and never a fraction of a problem; and yes, in one case a shorter process was attempted, ie, no final action agreement, and it didn't work. This action agreement sets the stage for a predictable, manageable, mutually agreeable course of events to follow. In the end, the action agreement represents le 'raisin d' être for the project (positive aging through unity among the generations.)

. . . .

"When we are leading creative lives,
We are responding to life with our own
personalities as individuals.
We have to be spontaneous andhave an individual response to life."
*(Elder of the Island)**

. . . .

As we attempt to enhance creative intergenerational experiences, we must remember that primarily, we are welcoming people to choose. This wise and effective strategy is what underlies the previously discussed core systems, as well as the additional techniques to be presently addressed. To ensure the ultimate success of any program involving people, it is important to always keep in mind a simple but reliable insight: "As human beings, we always will act upon personal choice in the end." This kernel of truth will forever take you far.

To continue, taking a walking tour through the history of the Intergenerational Program, additional key techniques beyond the core systems come to mind:

(1) stimulating natural change agents,

(2) building upon familiarity,

(3) peer teaching, and

(4) the personal touch.

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*Elders of the Island, Mary O'Brien et al, UPEI, Ragweed Press, Charlottetown, PEI, 1985

The first of these 'stimulating natural change agents' is really what all of us have done at times through the years to reach our goals, ie, in getting the car..."ask Dad, he'll say yes, and then, so will Mom"; or in launching a new program, "if we can get an article in the paper, it will even promote more interest," and finally in advertising a workshop..."with that organizations' affiliation,people will see us as more credible and certainly come." Whoever or whatever it might be (ie, people, media, or organizations) all of us if asked, could identify the major influences in our communities--ones that if they, these change agents joined us, we could be certain to begin moving!

Within our PEI experience, change agents in the form of people, included formal and informal leaders of highly credible organizations, ie, Seniors Federation, Teachers' Federation, School Board Associaiton, Home and School, Women's Institute, and Rotary (Business) to name a few. By far, some of the most effective elder change agents were the informal leaders, ie, long-standing members of the community without a title. For example, with short commitments, one to three days or seven to ten days, all we had to say was that "Mickey or Helen were coming," and others would choose to come also. The choice was always theirs, but it seemed more likely with these credible persuaders. Remember, with these people, names are not always on lists; you discover them by simply asking credible people in the area, "Who are the community people, that...when they come, everbody does"? Now, to involve other population groups, ie, youth, parents, community representatives, etc., again this same technique comes in handy--going to reliable community sources and asking questions as above. Ideally, your final community intergenerational team as spoken of in the 'action agreement,' will involve representatives from these 'change-agent' groups. Ultimately, with teams of persuaders as such, you can count on dynamic program movement.

Considering other change agents beyond individuals, it is undeniable that affiliations with credible organizations can provide you and your new program with a 'halo effect.'

The 'halo effect' is that initial glow or 'benefit of the doubt' given to your program purely because of association with a familiar successful organization. This is a wise and fine strategy since in turn, you and your intergenerational program will be returning the favor; for example, within our PEI experience, in the final evaluation, two organizations (ie, PEI Senior Citizen Federation, and PEI Teachers' Federation) commented on a higher public appeal with their repective organizations due to affiliation with the EPA Intergenerational Project. Specifically, it was noted that elders and teachers had more positive exposure in the eyes of the communities.

A final example of a very valuable 'change agent' is that of the media. Marshall McLuhan often reminds us that, the media is the message; believe him - it's true! Newspaper, radio, and TV have the populace in their hands; moreover, here lies thousands of listeners and that much more human potential to be activated. At the program's inception, we went under the contention that strong liaisons with the media (particularly newspapers and the evening news program) would create positive bonds between the intergenerational program and Islanders. Throughout the two and one-half years in progress, we became well known to all through these primary vehicles. In many ways, we became a household word--'like family;' furthermore, after six months, when the Intergenerational Coordinator would call schools, elders, and community, there was little need to overly introduce the program as always it was assumed, "I know about it." More concretely, after a year, in a particular discussion with a principal, the Intergenerational Coordinator was stopped abruptly in conversation by the adamant statement, "You can stop talking of the benefits, I'm well aware of it, I'm sold, and wouldn't even consider again not including elders." (Elem School Principal.) There have been many situations of this kind! In summary, it appears that our initial premise, "To be informed is to be involved," was confirmed. The medium - the message - a valuable positive persuader--change agent!

Building on Familiarity: it cannot be overemphasized the importance of integrating and building upon familiarity as opposed to adding on when launching a new program. For two reasons, this overall strategy of integration has important significance:

(1) assumes total respect for the others' goals, and (2) implies the use of merely development of what is known--already in place. This sounds very comforting to all of us, I'm certain! Undeniably, a merger, , which is really what intergenerational programming is all about, is most successful when there is this give and take--a healthy social exchange.

In our experience, when we initially spoke with Island schools, community agencies, and health departments; it was very important that the intergenerational program first seek a home within their established organzations. Essentially, we needed to become 'part of' and not 'in addition to'! In time, within our development, elders,for example, were being considered school staff, integrated programs becoming natural parts of the curriculum, and community seminars expectedly were incorporating intergenerational panels. Thus, we, as a program, were well on our way to standing in our own right and graduating to the role of partners in program design. It was only this gradual evolution of intergration. ie. being a guest building upon the familiar, that we were accepted to converge as an invaluable program companion. Again, this point of integration can not be overemphasized! Clearly, the process of development and change is more attractive, when an established agency feels a sense of initial control. Resistence to change comes about with a feeling of lack of ownership and control. Simply stated, always in your beginning intergenerational program, you are a welcomed guest before you can become 'family.'

Peer Teaching, self help groups (ie, peer conseling, widows helping widows, etc.) demonstrate consistently the real power of peer education. Be it elders living in the community and assisting one another in homes, teachers guiding teachers, or youth encouraging one another to avoid drugs and alcohol, the effect of these encounters are well documented.

In looking at any intergenerational program, so too are the positive benefits of peer education evident. Initially, demonstrated through the community intergenerational team within PEI, the power of peers (ie, elders, youth, and professionals), and persuasion has built up a program that has involved over 17,000 participants. Secondly, individual workshops with peer teachers co-facilitating were found to be the primary catalysts in the creation of significant PEI programs; two examples of peer education include: (1) Intergenerational Programs Alive--annual teachers' convention (Oct/85 - teachers guiding teachers: activated immediate new requests in units 1 to 5); and (2) Intergenerational Options for You--senior awareness session: encouraged a two-week seminar involving fifteen elders.

As elders and teachers have stated, "Intergenerational programs must be worthwhile, and manageable; after all, he or she would know--the wonderful effect of peer teaching." In summary then, a peer is seen as one in the 'know'; furthermore, if they are perceived as very credible, they can be the most effective catalyst you have for program growth. Through participation in intergenerational community teams and as co-presenters of workshops, peer education will guarantee any coordinator a steady rise of potential participants. The information will be perceived as realistic and worthwhile. Remember the obvious, we listen always to our peers because after all, 'they really know.'

Personal Touch

"Everyone can make contributions,
You have to make your life worthwhile,
So that you leave some special mark."
(Elders of the Island)

To leave a special, unique mark is one of the most important things each of us wants to do in life. Whether we always realize it or not, our sense of uniqueness is one of the most highly valued possessions we have. Truly, with the increasing numbers of people in our world, we do want to be seen as special, and individualistic--unlike the rest. Thus, it is with insight that the technique of personal touch is encouraged in your growing intergenerational program. Be it with elders--so heterogenous, youth--so unique, and professionals--so individualistic, the personal touch truly rings out. Components related to personal touch and crucial to any ongoing intergenerational program are the following: (a) individual choice; (2) awareness of true resource and needs; and (3) a strong working relationship with which to begin.

Initially, individual choice, spoken of previously, comes about in a program when we as coordinators are that interested in the uniqueness of elders before us. Concretely, we ask through the personal profile (see appendix) on a one-to-one basis to understand how 'you are different.' This validation of uniqueness--the personal touch--encourages a person to define who they are and to be involved on that basis very comfortably.

Secondly, when we are determining requests from educators, health care professionals, etc., this one-on-one meeting (again personal touch) brings out true requests. Initially, we go in without assumptions, listen, and try to properly hear what is being asked. True requests matched with elders' personal choices create successful programs.

Finally, regarding relationship building, a simple but wise point to remember is that relationship building needs to begin at the beginning. Undeniably, as activity progresses within a program, there is less time to sit on a one-on-one basis. Thus, healthy relationships procede only with initial time well spent on a one-on one basis; beyond this it needs to be developed.

Ultimately, the personal touch is essential since we do want to be seen as unique--special. The one-on-one initial contact with elders and professional may seem like a great deal of time, but remember it is time well spent now that will give you more time later.

RESULTS

"I have learned that seniors are not old but aging just like us. They have feelings and enjoy life as much as us...."

(Teen participant - Intergenerational Project - EPA)

"I look forward to being involved again, I've so enjoyed sharing my aspirations with youth."

(Elder participant - Intergenerational Program - EPA)

These above thoughts reflect some of the outstanding personal gains, positive results, demonstrated through the Health and Welfare Intergenerational Project. So many were the insights and the accomplishments, that for the sake of simplicity, a question and answer format will be utilized to record results.

For your interest, the respective questions were designed prior to project implementation and approved by the Health Promotion Directorate at this time. Essentially, you will discover that the areas that these questions address are those in which you also would be most interested in considering the development of your own intergenerational project. Now to proceed to the questions of concern.

1. What were the overall totals of people involved?

Initially, **Table 1** reveals final totals; **Table 2** directly arranged by coordinator; and **Table 3** programs not directly arranged by coordinator (ie, spin-off).

CR: represents community representative

R: resource person

P: participant.

TABLE 1 - GRAND TOTALS

	Directly Organized	Spin-Off	Participants
Elders	2245	875	3120
Youth	8202	1080	9282
Education and Health and Social Services	1533	55	1588
Community	1594	2243	3837
TOTAL	13574	4253	17827

TABLE 2 - DIRECTLY ORGANIZED

Year: 84/85	R	P	Total
Elders	57	380	437
Youth	4	1671	1675
Education/Health	54	485	539
CR	12	197	209
Year: 85/86			
Elders	160	1454	1614
Youth	13	5312	5325
Education/Health	87	674	761
CR	34	1271	1305
Year 86/87			
Elders	65	129	194
Youth	15	1187	1202
Education/Health	25	208	233
CR	16	66	82

TABLE 3 - SPIN OFF ACTIVITY (evident)

Year 85/87	Participants (Miscellaneous)
Elders	875
Youth	1080
Education/Health	55
CR	2243

2. How many educational opportunities were offered to young people? On what topics? Using what method? How many attendees? In what environment?

First of all, out of a grand total of 197 opportunities, 116 were offered to youth; 9282 represents the overall figure for youth attendees. Activities ranged in type from involvement of one young person to 500, with the majority falling between 18-25 youth per education opportunity.

Regarding topics and methods, **Table 4** represents the topics/activity types involved; whereas, **Table 5** lists the methods utilized.

TABLE 4 - TOPIC/ACTIVITY TYPES

1. Aging Awareness
2. Intergenerational Enjoyment
3. Elder Lifestyles
4. Community Heritage
5. Intergenerational Dialogue
6. LIfe-Long Learning
7. Nutrition Awareness
8. Leadership within Cooperative Sports
9. Festivals in the Community
10. Skits on Aging
11. Families: Looking In - Reaching Out.
12. Mentoring: From the Past - For the Future
13. Community Outreach
14. Curriculum Enrichment: Square dancing, Egyptian Day
15. Child and Family Development

Methods: for your benefit, along side each of the twelve core methods, in **Table 5**, an intergenerational program/activity has been suggested. This will assist you understanding how the method integrates itself and accents an ongoing program. Overall, regarding methodology, it is quite evident that experiential learning has been the preferred style. For more complete understanding, please see accompanying resourse, ie, Curriculum - Program Outlines.

TABLE 5

Method	Sample Programs
1. Intergenerational Panels	A) Intergenerational Dialogue Series, year long family life program supplement. B) Communication among the ages--opening to seminar.
2. Senior Panels	Relationship between youth and elders: sessional event supplement to family life program.
3. Drama	A) The Venerables Present: elder theatre production. B) Relationships between youth/elders: skit catalyst in program.
4. Multicultual Festivals	Prince Street School: curriculum enhancement.
5. Mentor Experience	A) From the Past - For the Future: biographical B) One-on-One elder/youth experience.
6. Elder Artisan Fairs	A) Life-long Learning Experience B) Journeé d'Artisan and French Immersion program
7. Intergenerational Learning Seminars	Nutrition Awareness Program: 2-week learning experience.
8. Cooperative Sports Day	Intergenerational Orienteering Intergenerational Cooperative Sports Day
9. Community Service	S'side Library Outreach Project
10. Community Festivals	Montague Blueberry Festival
11. Community Education Seminars	Celebrate Yourself
12. General Resourses	Aging Awareness Sessions

Finally, environments utilized include the following:

a) Schools: classroom, libraries, home
b) Universities: classrooms, theatre
c) Hospitals: staff training areas
d) Community Centres: theatres, auditoriums
e) National Art Centre: Confederation Centre
f) Museum Sites: community and national
g) Parks (h) Camps: Summer Camp Program
i) Manors (j) Senior Complexes
k) Individual homes in the community.

3. How many sessions in schools and other environments used seniors? In what roles? How many hours spent? What type of training? Number of young people? Expertise of seniors? How many opportunities were provided for dialogue between seniors and young people?

Initially, there were 128 opportunities involving elders; moreover, as stated in question # 2, these took place within classroom settings, museum, theatres. Specific roles that were evident included the following:

TABLE - 6

TOTALS: Elders	As Participants	As Resource Persons
3120	2838	282

ROLES: Panelists: intergenerational and senior panels

Museum Tour Guides

Community Historians: My Home - West Point

Mentors: From the Past - For the Future

Awareness Catalysts: Skits on Aging

Overall Resource People: aviation, physical education, square dancing, community artisans.

Extended Family to Youth: One-on-One Program, Community Service

Facilitators in Academics: Reading Program: One-on-One

Participants within Intergenerational Events: Intergenerational Learning, Cooperative Sports Day

Program Design: Members of intergenerational team - key role in program development.

NOTE: Elders participated in an alternating fashion between the roles of participant and resource person within each activity. As with all age groups, the message was that each of us teach and at the same time learn in a true educational process. The figure 282 (column 3) represents those activities where elders did teach/lead three-quarters of the time.

Regarding hours spent, because of the projects complexity, 197 events with 17,827 participants, this is impossible to state. What can be said, however, is that on an average, each intergenerational experience within the program lasted one hour at any given time--efficiently fitting into already established school or community program. A very wise idea!

Looking at the type of training necessary for elders, there was a three-step process that discerned these needs, noted in sequence:

Step 1 - personal profile: elder assessment of present interest and skills.

Step 2 - action agreement: matching elders and skills and expressed service needs.

Step 3 - evaluation: intermittant and final to re-assess training needs.

To help you visualize this process the following example is presented:

Within the Prince Street School intergenerational program, interested elders met with the intergenerational coordinator to articulate personal skills and interests. With this resource base in mind, the intergenerational team gathered and designed an action agreement (see appendix) Within this agreement, training related to potential programs was identified (one-on-one program, training involved, review of individual teaching) and other areas as determined by resource teacher, principal.

As the overall school program developed, new educational skill development to accent elder skills was identified and provided by the individual classroom teachers, ie, within intergenerational reading series: training in facilitation of group discussion.

In summary, the training involved in its building of previously developed elder skills, was minimal; further training needs were efficiently identified and responded to by the actual teaching staff connected with the particular project. As one can see, it is a very manageable process. The coordinator's main role is to ensure that the previously mentioned three-step process has occurred and to act as a resource person when needed.

Overall, the coordinator is assisting in presenting the elders as they are, allowing the personnel most involved to match and accent their present elder talents as desired. (Remember the Continuity Theory in the Program Philosophy Section.)

The following list of elders involved provides a sampling of the expertise evident. It is clear that there has been much to celebrate and accent in PEI.

Dr. of Botany, International Scientist

Director of CASE (Counselling Assist. for Small Enterprises- retired professional counselling firm)

Blacksmith - Accountants

Oral historian - Farmers

Playwrights - Retired Teacher

Woolen Mill operator

Fishermen/fisherwomen

Prov/Fed Reps of Senior Federation/clubs

Professional actors and actresses from England

Radio announcer and columnist

Professional oil painter

Retired private business operator

Retired public health nurse

Grandparents - Inventors

Local artisans - community leaders

Past President of Womens Institute

Musicians.

Finally, in reviewing opportunites for intergenerational dialogue, it appears that 116 sessions,out of a total of 197 events, occurred. Significantly, in that dialogue through youth/elder relationships was viewed as a key agent in attitude change, (see Philosophy Section) this high figure ought not to be surprising. For additional information purposes, the remaining 81 sessions focused on elders and professionals in awareness/recruitment seminars. Within the previously mentioned 116 intergenerational dialogue experiences, 8,769 young persons were involved. Again, for clarification, the remaining 513 youth out of a total 9282 were involved in separate youth awareness/recruitment sessions.

4. How many requests were received to have seniors do something with young people? Who requested? On what topics? For what age group?

Initially, in light of how the program is organized, ie, based on request, each of the 197 intergenerational opportunities was ultimately requested. What can be stated is that regarding 43 events, the initial contact was made by the intergenerational coordinator, ie, "Would you be interested in finding out about the Intergenerational Program?" However, the request to actually follow through with the 43 on program development was initiated by the school and/or community agency; thus, 197 intergenerational experiences were essentially requested.

In addition, those who requested events included the following:

a) educational personnel and superintendents from each of the five PEI school units--all viewed programs as invaluable.

b) health professionals (nursing instructors, manor administrators, Family Life Coordinator, Home Care and Support.)

c) elders, representatives from senior citizen organizations.

d) youth, ie, members of Allied Youth, O'Leary; Scout Organizations, Summeside, O'Leary, and Cornwall.

e) parents, ie, Sherwood Home and School, etc.

f) numerous community organizations, ie, Women's Network, Alberton Recreation and Leisure Association, etc.

It is important to note that the majority of programs and requests came from educational personnel, and community organizations with youth, elders, and parents following in that order.

TABLE 7 - ACTUAL REQUESTS BY SUBJECT AREA

Met Requests by Subject Area	Unmet Requests by Subject Area
Family Living	
Elder Lifestyle	
Multiculturalism	
Aging Awareness	
Community Heritage	
Healthy LIfestyle	Further development of these in 1986
Personal Leadership	
Physical Education	
Art	
Drama	
Life-Long Learning	
Mentoring Opportunities	
Academic Review Program	
Community Service Program	
Extended Family Companionship	
	In addition:
	Senior Center in Schools
	Law Seminars
	Intergenerational Learning Seminars (personal decision-making, public speaking, and leadership training.
	Community Outreach to Senior Programs
	Community Educational Events
	Health Clubs
	Higher Education Involvements (Holland College Adult Ed., School of Nursing, QEH, Central School of Nursing Assistants.

5. Were children's attitudes toward aging different in schools or classrooms that did and didn't have this program? In what ways?

It is important to note that prior to project implementation, a decision was made by the EPA Advisory Team to not become involved with control groups; rather, it was determined that all youth ages 6-18 would have access to the intergenerational program if interested, ie, universal accessibility.

6. Did the young people's attitudes change as a result of this program? In what ways?

Enhanced positive attitudes on aging: "When I am 65, I will be just as energetic as I am now." (Jr. High Student)

"At 65, I'll be a grandmother, happy, talented, and loving." (Elementary Student).

Enhanced positive attitudes on older persons: "I found Bill smart and Helen extremely nice.... Both Helen and Bill changed my perspective about the elderly and I would like to thank them." (High School Student).

Increased awareness of the aging person as a universal one—one that is highly effected by attitude: "This gave us a chance to understand what it's like to be older...things don't have to change...you can continue to do what you have always enjoyed. I think it will help me in my future as I get older." (Senior High Student)

The above reflects observations cited within the Intergenerational Programs' qualitative analysis of attitude change in youth. As defined in its primary proposal,attitude change was to be explored in light of the aging process, older persons, and the effect of positive attitude on good health. With the assistance of written and verbal pre and post-tests around the intergenerational experience, along with the observation of inquiring youth requests. (See appendix for written and verbal pre/post-test,) the following insights can be stated regarding attitude change. NOTE: as mentioned previously, prior to the Intergenerational Projects' implementation, it was agreed by the EPA Advisory Board that control groups, ie, students not experiencing intergenerational programming, would not be utilized. Thus, intergenerational programming was universally accessible to all young persons (6-18) in Prince Edward Island.

With the guide of the formal post-test, the following observations will be noted:

Personal Appeal: "I enjoyed my time with older persons from the community." The overall rating selected was 'very much so' within each of the 197 programs. No difference was noted between the various categories.

Specific responses included: "School became really interesting to me. I can't believe how much I learned. I even went home and told Mom about it." (Jr. HIgh Student - Nutrition Awareness.)

"I liked playing with older people expecially in sports. I had a lot of fun." (Elementary Student - Cooperative Sports Day.)

"I think the project was a good idea because it gave the senior citizen a chance to see what the youth of today were all about; and it also gave us an opportunity to see what it was like for the youth of another generation to grow up in times very different from today." (Student - From the Past - For the Future.)

Attitude Change on Aging: Questions - **What does old mean? Are you looking forward to growing old?** and an open-ended statement **When I am 65, I will be** ____________________ yielded interesting results. A general pattern within all programs was that prior to project implementation, the majority of responses to the above questions were vague and in most cases negative; however, after an intergenerational experience, students became more specific around expectations beyond 65 and far more positive within these. NOTE: There seemed to be a difference regarding impact on attitude change related to the length and intensity of the intergenerational experience in some cases. Specifically, as one might imagine, the impact appeared greater in the case of more long-term projects, ie, From the Past-For the Future, than some one-day events, ie, Artisan Fairs. Significantly though, several one-day events appeared to make very strong impacts, ie, Cooperative Sports Days, Relationships between Youth and Edler Sessions. The following table presents a before and after pre/post-test look at patterns of attitude change on aging within each of the 197 events, following the same students over time.

TABLE 8 - YOUTH ATTITUDE CHANGE ON AGING - THROUGH INTERGENERATIONAL PROGRAM

Pre-test	Post-test
Old is glasses, tired.	Old is most likely talented (Elem student and community historian)
Old is white hair, ugh!	Old is involvement in sports and young people (Elem student - Coop sports day)
Old is tired, far enough away.	Old is being able to make the things I have just seen (Jr High - Artisan Fair)
Old is who cares, not me.	Old is involvement in sports activities and in sessions with kids (Jr High - Nutrition Awareness)
Old is okay, not too special.	Old is a lot of fun if we give it a chance. (Senior HIgh - Dialogue Session).

It is important to mention that within each student group, there were those individuals that did have positive attitudes on aging before the intergenerational experience; however, even with the extended family on the Island, the majority still appeared uncomfortable and were not excited about growing older. Apparently, there is still a separation in the young persons mind regarding active grandparents and those 'older persons'; this seems to suggest the case for the catalyst of Intergenerational Programs Intervention to bridge this attitude dichotomy in the minds of youth.

Attitude Change on Older Persons: Using the open-ended statement/question **I think older persons are talented and have something to offer to me** - these observations regarding older persons were the most remarkable. Essentially in all cases of young people involved, a dramatic change was noted in the reponses pre/post-test; generally, again they went from vague, doubting comments to definite affirmative statements. The greatest change seemed to deal with the end of the statement (and have something to offer to me); this was most noticeable on the jr and high school level. Table 9 represents these; again same students followed through.

TABLE 9

YOUTH ATTITUDE CHANGE OF OLDER PERSONS THROUGH INTERGENERATIONAL PROGRAMS

Pre-test	Post-test
Older persons are nice, okay .	I had a great time playing hockey with older folks. (Elem student Coop Sports)
Older persons are okay .	She was nice - she didn't even growl. (Elem student - Nutrition Awareness)
Old persons are nice , don't enjoy the same things I do though.	Older persons are great, I'd like to see them in the home economic lab once a day.(Jr high - Nutrition Awareness)
Older people, I guess they're nice .	Teens don't realize how much they have in common with elders. I learned that young and old people can be good friends and each person would probably benefit from the friendship. (Sr. High - Dialogue Session)
	When I was first introduced to Eva, I was nervous, now I know she's just like me only older.(Sr High - From the Past - For the Future)

Awareness of positive attitudes on good health: through observation of verbal exchanges in every program, it appeared that youth was getting the connection between positive attitude and optimal future health. The most obvious illustrations were as follows: (1) the two-week **Nutrition Awareness Intergenerational Seminar**; whereby, youth/elders debates and discussions revealed this growing awareness, ie,

> "I thought this stuff about the four food groups was nothing, but look at you, you believe it and you look great. There must be something to that." (Jr. High student.) and
>
> "See me, don't I look wonderful, have a great disposition and feel great, that's because I exercise daily, eat right, get to bed on time, and have good friends. You can have this too if you want it." (Elder in spontaneous personal testimony.)

and, (2) **The Venerables Present**--skits on aging, where humor, music, and drama all set the tone for the young audience to realize the importance of positive attitude on personal fulfillment and health.

> "And each day I'm able to open my eyes, I know it's a good day." (The Venerables Present.)

Perhaps the best illustration of PEI's youth impact is reflected best in the following letter received by the Education Specialist:

> Dear E,
> I enjoyed your presentation a lot. It left an everlasting impression that I'll never forget.
>
> Sincerely,
>
> J.D. (Sr High student)

and also reflected in this ongoing list of additional student ideas (sample only)

Elem Age

In art or cooking class
in community clubs and groups
in a cozy little spot
heritage days
manors
playground--playing sports
working on spelling
working outside - reading, talking
orienteering

Jr. High Age

In library and family living classes
bring The Venerables back
in the parks, hockey rink
wilderness groups
helping out in community--showing skills
art room and ball game
library and after school
in the lab - anytime
a place where older and younger people can work well.

Senior Age

More of the manor (Wedgewood experience)
We want the Venerables back
more intergenerational panels
fairs like the artisan ones
more dialogue sessions in family living
more cooperative sports days
in the labs
keep inviting them into school
fishing trips
club leaders, etc.

Perhaps in summary young peoples' overall feeling on the program, symbolic of their attitude change, is best reflected in the following final statement:

> **"What I'd like to do again with older people...**
> **be with them in the very near future."**
>
> (Jr High student)

7. How would seniors evaluate the program regarding time, organization of program, etc.?

> "If the program is continued, please be assured that I am willing and, anxious, to help in whatever way I can. Please do not hesitate to call me." (Elder participant.)

This feeling/impression is what best describes the overall reaction that older persons have regarding the EPA Intergenerational Project. Either verbally articulated or through written evaluation, each of the elders that have been involved have shared this perception--ongoing renewal of personal commitment. Of utmost significance is that every elder since 1983, once involved, has continued in some way and, in some cases, expanded their involvements into additional programs.

NOTE: Though some were completed, it appeared, through experience, that written forms were not the best evaluation tool, as older persons preferred to verbally express their ideas. Thus, individual and group discussion following intergenerational programs became the primary evaluation model with much greater success. The following questions/comments then have been derived from individual/group feedback sessions for the most part, with some being written responses within formal evaluations. They will deal with personal appeal, program organization, and miscellaneous ideas, future attitudes on aging, etc. (**Personal appeal**, ie, skill utilization.)

Were your personal skills well utilized within Intergenerational Programs?

The unanimous response was 'yes' with people remarking, overall, that involvement in the program made me feel much better about myself, **very much so**. Continually, elders were appreciative of the level of personal choice built into the program design, ie, 'this is the kind of program you want to be involved in. We decide what we're interested in doing, our level of commitment, and that's what we do. It's predictable and respects our choice.' (PEI Senior Leader.) Specifically, the personal profile and action agreement were cited as excellent systems to ensure elder choice. In addition always within discussions, the words comfortable and rewarding were used to describe their impressions. As the programs were designed around actual elder skills and related youth interest, this ought to be no surprise; for example, elders were comfortable being themselves and validated by meeting real needs. As one elder within a one-on-one (elder/student) program remards, "I've enjoyed trying to create happiness and love in their work and in their every day lives." (Elder participant.)..again, comfortable and rewarding.

In considering personal appeal, the fact that all elders involved have expressed interest in being continually called upon is very significant. Perhaps this is the most important discovery within a programs' evaluation.

"I would certainly welcome any opportunity for further participation."
(Elder theatre group.)

"I would look forward to being involved. It helps each generation understand the aspirations of the other." (PEI Elder leader.)

"We, the seniors, thoroughly enjoyed ourselves and are willing to participate in different programs. It gives us a feeling that we are not old, rather very interesting." (President, Senior Federation.)

Program Organization and other Considerations: comments related to these areas have emerged through response to questions on the evaluation re program strengths, ie, **What have been the strengths of the program?**

Initially cited was that of **excellent program organization**, ie, "this particular program was well presented, planned, and evaluated." (PEI senior leader.) As mentioned previously, comfortable, and rewarding were terms of descriptions used.

Another strength cited was that of **dialogue/bonding with youth**, ie, "The experience of sharing our thoughts on different subjects and learning how the younger generation views us." (Elder - High School Program.)

"...contact, outside interest, companionship." (Elder - One-on-One Program.)

"...the social aspect, just talking to the children was a highlight for me." (Elder - Elementary student.)

"A realization that the so-called generation gap is really a myth." (Elder - Theatre group.)

A final strength dealt with **impact of the elders on youth**, ie, "From my observation, I would consider that the young people were interested in our experiences. In any presentation I tried to interest the students in the history of their community and antecedents. I believe they became interested. (Elder.)

One of the most powerful illustrations of elders' impact on youth is that demonstrated within 'From the Past-For the Future', a mentor project involving high school students and manor residents. Essentially, sixteen high school students, previously having few if any role models, came to a greater realization around the value of education, specifically, remaining in school; and also realized the joy of being involved in future goal setting. Involved elders, well aware of their impact, remarked as follows:

"It is better to talk to someone who's older--for the benefit of your future."

"It's been a joy being with you boys. Remember young people can learn a lot from us if you only would take the time. One of my highlights was time with my grandmother."

"I've enjoyed meeting you young people and having you listen to what I have to say about living."

Older people are the classics of our culture,
the great books of who we are.

In relationship with strengths, areas to be changed were also addressed through discussion and evaluation. Interestingly enough, comments cited, symbolizing these overall responses included:

"None that I can think of at present; this however, will evolve with dialogue and feedback." (Elder, One-on-One Program.)

"Changes - many more seniors and youth involved." (PEI Senior leader.)

It appears that elder participants feel quite satisfied with their present involvements. Know that they can comfortably create change at any time if desired and, just want more of the intergenerational experience.

Regarding **future ideas**, four categories emerged in the minds of elders:

Intergenerational Learning Seminars: "programs betwen young and old to teach people to conduct their own meetings, and do public speaking." (Elder - High School)

Home Supports: "...to have those we've helped visit us, doing more to build up the bond of friendship like, having my students do some errands for me in my home." (Elder in One-on-One Program.)

General Exchange/enrichment: "more participation in social activities. (PEI Elder leader.)

"The duplication/comparison of 1900 and 1987 classrooms." (PEI Elder leader.)

Just provide the Opportunity: "I am quite willing to cooperate in any way as I believe the program was well conceived and carried out." (The most common elder request.)

8. How would teachers evaluate the program in terms of its contribution to the learning unit, its acceptability to the school system, and the organization of the program?

"The Intergenerational Program is one that will provide a more genuine and lasting relationship between the school system and community than any public relations campaign ever could."

(Pres, PEI Teachers Federation.)

The above quote is an example of an educator's impression of the Intergenerational Program--an educator that has seen the benefits across the Island in his role as president of the PEI Teachers' Association--an educator who echos the universal message, clearly articulated by teachers since the projects' inception. Mindful of this overall successful impact, it is important at this time to share the specifics, as articulated by educators themselves, ie, **Actual contribution to the curriculum**, **acceptibility to the school system**, and **level of program organization**. In addition to these factors, it appears important to speak of aging attitude change within teachers, program strengths, areas to be modified, and future intergenerational ideas as proposed by teachers most involved.

This information will be given, again through a statement/response format which, in actuality, represents the final program evaluation given to educators and administrators (please see appendix).

Operationally, school personnel has been defined as classroom teachers, guidance counselors, and principals; while administrators represent school supervisors, Dept of Education consultants, and the Minister of Education. For the sake of clarity and interest, each of these evaluation groups' responses will be noted individually, ie, school personnel, followed by administration.

PART A - Education Personnel

Proceeding now to the evaluatory statements and responses, regarding curriculum enhancement: **The Intergenerational Learning Program enhances** - "very much so," was the overall rating selected, with the following specific responses recorded, ie,

> "The Intergenerational Program helped facilitate my presentation regarding aspects of the curriculum--physical education. (Phys Ed Instructor.)
>
> "The elder guests were superb. I hope you will continue this with the remainder of our family living classes and visit other schools. It is very worthwhile." (Classroom Teacher: "...and I plan to complete a unit on elderly next year.")
>
> "The students were highly motivated. Excellent in light of their previous academic experience." (High School Principal.)
>
> "The human relation side of our education should be stressed. From my four months involvement, I have nothing but praise and admiration for the program and people involved in this endeavor." (Classroom Teacher.)

Related to **Curriculum Enhancement and Acceptability to School**, the following was noted: "Because of my experience, I will call upon older persons more." **Very much so,** was the unanimous response recorded with the typical comments added:

> "...definitely these people have much to offer to all of us." (Elem School Principal.)
>
> "Yes, its greatest strengths are the richness of people from different walks of life and the strong role models offered to children." (Guidance Counselor.)
>
> "There are so many options to choose from...I can't recommend one over the other, just as long as we bring the generations together." (Classroom Teacher.)
>
> The strengths of the Intergenerational Program were - comments included:
>
> "The one-on-one relationship with students and elders, giving the extra help that was needed and so much appreciated." (Teacher)
>
> "Great leadership for my students--good activity for all age groups--tremendous older persons in the program." (Leadership Instructor.)
>
> "It allowed students and seniors to broaden their knowledge of each others' worlds and as a result new perspectives have been attained." (Elem and Jr High School Principal.)

Looking at **program organization**, the school personnel reflected an overwhelming positive sense, simply stated as follows: "Well done." (School Principal.)

> "Continue with present style for a while before any major change or expansion." (School Principal.)

> "The Education Specialist did an excellent job of facilitating and planning, organizing and producing the program. Teachers' timetables are so full, we appreciate what she did." (Jr. High Principal.)

> "Continue and expand it as is. We couldn't do this ourselves; the Education Specialists' role is crucial to the program's success." (School Principal.)

Finally, constructive criticism was suggested regarding program organization and individual program development. Specifically, two junior high schools involved in elder artisan days noted through evaluation that "although the artisan fair was comfortable and nice as a first visit, immediate intense follow-up in this area was necessary." (School Principal.) It was articulated 'that perhaps seniors would come in again to a longer session, work with individuals or small groups for a greater concentration and positive experience with elders." Thus, the suggestion of small group/individual sessions following group elder artisan fairs was given and has great merit. If organized in the future, this two-part artisan program should receive consideration; moreover, with a more developed community team to assist the intergenerational coordinator, this request could be filled. *A final note: each teacher that has begun with the program has continued and/or expanded involvement.

Additional **program strengths** were recorded: "It provides an opportunity for students to see extent of elder skills...generated interest in various fields." (Classroom Teacher.)

> "Giving our older people a deep feeling of being needed and allowing them the opportunity to show that everyone has a purpose in life." (Elementary Principal.)

> "Show younger people that the older generation remains an intergral part of society." (School staff and Principal.)

For your interests regarding teachers personal perceptions of aging, older persons and personal attitude change The following observations were noted. It appears that all teachers received a positive heightened awareness on their own aging and that of older persons; moreover, most reflected an actual attitude change in terms of these two variables. Initially, in response to the open-ended statement, "I seemed to develop more of a positive attitude for the aging process." Example responses included:

> "Yes, because I felt thirty was old three years ago, now I realize it's only 'old' if you want it to be." (Classroom Teacher.)

> "I certainly have a more positive attitude toward aging." (Teacher)

> "It was good to see that you can have fun at all ages, expecially over sixty-five." (Teacher.)

Secondly, the following comments were noted regarding attitude toward older persons:

"Yes, how loving, supportive, and genuinely interested in today's youth." (Teacher.)

"I can now see that they want to be involved." (Elem Vice-principal.)

"Yes, because of the understanding that they are no different from us really, just older, still learning." (Teacher.)

Considering **ideas for the future**, the universal response is reflected in the following statement: "A continuation of this year's program, expand it to give others the opportunity to share this 'great' experience." (Jr. High Principal.) Specifically, other ideas were addressed related to expansion. Essentially, while preserving the mutual decision-making process and educators' choice, additional program ideas are suggested:

Lunch time alternative activities--youth/elder chess games, horseshoes, etc. (Phys Ed Instructor.)

Afterschool activities--crocheting. (Elem Vice-principal.)

Intergenerational cooperative sports/skiing. (Phys Ed Instructor.)

More of The Venerables and this type--elder theatre group, skits on aging. (Jr. High Principal.)

One-on- One elder/youth relationships with gifted students at school, in the homes. (J. H. Principal.)

Living history programs--supplement to Grade VI program. (Elem teacher.)

(See additional ideas of educators in the following section on Administrators.)

. . . .

"So many options, cannot recommend one over the other,
As long as we bring the generations together." (Counselor - School Evaluator)

. . . .

PART B - Administration

Another perspective from the educational system's standpoint is that of the administrative one; generally evaluations demonstrated the same overall success noted in those previous, ie, school personnel, with a greater emphasis on overall coordination, as expected. Again comments refer to curriculum enhancement, program organization, acceptibility, and future ideas, recorded and devined from final evaluation entitled, Administrative. (See appendix.)

The Intergenerational Program has potential of enhancing curriculum of students: very much so was the overall rating selected for all school units. Individual comments were: "We have had nothing but praise from teachers." (Minister.)

"It provided an opportunity for real life experiences and skills of people in the community to be shared with school children." (Superintendent.)

"The success rate was much higher than for similar co-curricular projects." (Dept. of Education Consultant.)

Each of the programs were well coordinated with the schools involved: Very much so was the unanamous rating followed by specific comments:

"The Education Specialist worked closely with the school in planning projects and followed through to completion." (Superintendent.)

"...such programs will not happen without a coordinator to bridge the in-school and out-of-school people together." (Superintendent.)

"At least one more year of strong full-time leadership is needed in order to establish the Intergenerational Program as an ongoing program." (Dept. of Education Consultant.)

"Very pleased with support given." (Superintendent.)

A related response to the following is that dealing with communication, as this is what ensures program organization. Individual comments include:

"I really appreciated the regular reports regarding the activities undertaken in the various areas of the province." (Minister.)

"The Education Specialist kept me well informed as to her plans and provided feedback as to the success of projects." (Superintendent.)

In terms of **program acceptibility**, Intergenerational Programs was a positive involvement for school units: **Very much so** was unanimous in the rating with related statements as follows:

"The school consolidation design although it had many positive results, resulted in a separation of community and school in many areas of our province. This intergenerational program has provided the means of bringing back this vital relationship." (Minister.)

"Yes, I was able to personally observe this to be the case in Mount Stewart." (Superintendent.)

"Yes,it helped teachers and students recognize the wealth of resources in the community, particularly elders." (Dept. of Education Consultant.)

Finally, regarding future ideas, these have been verbalized and recorded in the evaluations: Very much so was the unanimous response regarding continuation. Specific additional ideas included:

Senior Centres in the Schools: "I am yet hopeful that extra space in some of our schools might be used to accommodate seniors to develop more of an ongoing program." (Superintendents.)

Youth/elder Integrated Classes: "Community education classes for seniors could be held during the regular school day. Also a drama project involving seniors and high school students is a possibility." (Superintendent.)

Planned Social Function: "Projects involving a two-way plan, ie seniors going to schools and school children to senior citizen centres." (Superintendent.)

Coordination of Community School and Intergenerational Programs: "...with full-time provincial coordinator." (Superintendent.)

"...cost modest, rewards great." (Superintendent.)

Overall School/education Comment:

"...continued and expanded joint learning opportunities for seniors and students, most positive, and educational programs implemented in many years." (Minister.)

. . . .

9. How do parents rate the program?

"I'm so happy my mother and son are both involved." (WI representative.)

Beyond youth, elders, and educators, it is important to assess others that eventially became quite involved in the EPA Intergenerational Project, ie, parents, families, community agencies. Truly, these individuals completed the intergenerational process originally begun with youth and elders.

Parents/families: Having been previously consulted regarding all of the 197 programs/events, parents supported these intergenerational programs more than one-hundred percent. (Home and School Assoc.) After program implementation, their total endorsement was concretely illustrated through their involvement in their sons' and daughters' and own parents' programs. Initially, 'My Home - West Point.' a community history project, was a hand-in-hand effort for two years among elementary school children, their parents, and the next generations, ie, grandparents. Essentially, it was total family immersion with parents at the core of the process. A second example involved the support given to classroom enrichment programs, ie, nutrition awareness (two week elder/youth seminar), and the varied multicultural /heritage fairs. Specifically, parents hosted potluck suppers for the elder resource persons, as well as donating food and materials as needed. Primarily, they, as Home and School were involved and present at the occasions.

A final example of enthusiastic, parental endorsement included involvement in the development of two mentor projects, ie, From the Past-For the Future and the Library Outreach Project. In both cases, parents became acquainted with the children's elder mentors, helped to make it possible for the programs to develop, ie, personal support, transportation; and in the first intergenerational experience (From the Past - etc.) were present with youth and elders to celebrate the launching of a book and videotape designed in response to this program--truly, experiences among the generations. In summary, as articulated by Home and Schools, principals, and parents individually across the Island, parents desire the continuation of these intergenerational experiences; in particular, intergenerational involvement within family living programs, is requested--very insightful indeed.

Community Involvement - In assessing this component, formal evaluations were sent to representatives and participants involved from community agencies, ie, manors, multicultural programs, recreation departments, community centres, and women's educational groups, ie, Women's Network (see appendix for community evaluation). Along with these written accounts, verbal statements articulated will be included in reference to the following open-ended statements:

The EPA Intergenerational Program contributed greatly to our respective community event/program: Very much so was the overall category selected as a response. Specific comments included:

"From the Past - For the Future gave concrete proof that intergenerational programs are essential components in extended care work with the elderly." (Manor administrator.)

"The writing of the West Point history was an excellent project, involving all ages (Margaret Ellis - Daisy Scott). It helped others to keep contributing to their community." (Community leader - West Point.)

"In every case, the tone for the day was set by the personal sharing of local women." (Education Coordinator - Womens Network.)

"Intergenerational and multicultural programs are universally linked in that one is a facet of the other--combined they provide enriched experiences, unparalleled in many areas of education." (PEI Multicultural Consultant to Schools.)

Looking forward to the future: renewed involvement with the program was unanimous. Specific ideas include:

"Community education/renewal session re self-esteem--a follow up to spring Celebrate Yourself." (Recreation Director.)

"Pursue the possibility of senior involvement in courses for parents at community school." (Community leader.)

"Another series of rural workshops to reach out to more women." (Education Coordinator - Women's Network.)

Historical follow-up in West Point re birth, marriage rites, etc., as they have changed so in past one-hundred years." (West Point leader.)

"Intergenerational Community Choir field trips to museums, theatre production, and integrated academic and cultural exchanges." (Manor Administrator.)

A final note concerns the chain reaction of bonding that begins with youth and elders as it extends to many concerns also benefitting other community agencies.

"Your outreach into each community benefitted Women's Network tremendously. You are able through your program to be a more local presence than us. Your work is helping the 'network' to become an intergenerational one." (Women's Network Coordinator.)

"I am already planning for next year and I trust Intergenerational Programs will be a key part of these plans." (Elder from Multicultural Council.)

AGING AWARENESS SESSION

MODEL 1

AGING AWARENESS SESSIONS - Model 1 (A)

PERCEPTIONS ON AGING: elementary school or community setting

Description: Experiential group session designed for ages (6-12) whereby young participants share their perceptions on aging. (Excellent preliminary session [pretest] prior to intergenerational program implementation--45 minutes.)

Objective: To encourage individual sharing regarding personal attitudes on aging.

To explore with students--through discussion--hopes, fears, and expectations around involvement with elders.

Resources: PEOPLE: families, students, and teachers only to create relaxed, open atmosphere for students honest response regarding hopes/fears regarding aging and elder persons.

MATERIALS: film (Generations) and necessary AV equipment.

slides preferably community scenes of elders alone, elders with peers, elders with mixed aged groups, and relevant AV equipment.

books with theme of aging, extended family, etc.

recording sheet or flip chart for sessions.

Session Outline: OPENING: Get acquainted exercise -

My name is: ________________________________

One of my favorite things to do is: ____________________

PERSONAL ATTITUDE EXERCISE: slides or film (Generations) may be shown with no verbal narrative.

Children are asked to provide the story, ie, match words with the image. (All ideas are accepted and recorded.)

GROUP EXPLORATION (hopes/fears): Questions are posed, ie,

What are you looking forward to when you are old?
Do you have questions or fears about being old?
What would you enjoy doing with older people in a new program?
(All ideas are accepted and recorded.)

Session Outline (cont.): Ideas are summarized and an action plan of possible student ideas and time line is charted, for example:

Day 1: go to a farm,
Day 2: have lunch, etc.

NOTE: student ideas must be used to ensure trust and investment.

CLOSING: games, songs, etc. that are students' choice.

Bibliography:

Films: GENERATIONS, Phoenix, International Telefilm Enterprises, Toronto, 5629.

KEVIN ALEX, National Film Board.

MANDY'S GRANDMOTHER, Phoenix, International (as above) 16976 - for longer or two-short sessions,

Exhibit: ELDERS OF THE ISLAND, Mary O'Brien, L. Stevenson, and T. Dunton Stevenson, UPEI. (Contact Vernan Smitheram, Dean of Arts UPEI for exhibit. Book available through Ragweed Press, Ch'town - 1985.)

AGING AWARENESS SESSION - Model 1 (B)

PERCEPTIONS/RELATIONSHIPS WITH OLDER PERSONS: elementary or junior high age; Summer Camp.

Description: Informal group experience where younger (6-14) and older participants (60+) share their ideas on aging together. Following, there is time for intergenerational enjoyment through a mutually chosen camp activity. Excellent innovative experience for camp program; moreover, reinforcement of healthy attitudes on aging and older people. (One-half day.)

Objective: To promote mutual understanding regarding aging across the life cycle between youth and elders.

To create a positive intergenerational experience.

To dispell myths around aging and to introduce elders as positive companions of youth.

Resources: PEOPLE: interested and physically compatible elders (numbers to be determined by you - preferable a ratio of one elder to 5 young people.

MATERIALS: Cards to pull out of hat, ie, open-ended questions,

One thing I will do when I'm 65 is ______________________________,

or, I loved ________________ when I was ten. (May be used as follow up to a film or an activity in itself.)

If using AV/slides or film, suggest short (four-minute).

If using reading, (story portion only).

Session Outline: OPENING: Get acquainted on group basis, ie, name, My favorite thing to eat is: ____________________, etc.

Introduction: Why are we here? (Workshop facilitator.)

Grouping: Break into preplanned groups of six (preferably 1 elder with 5 youths.

PERSONAL ATTITUDE EXERCISE: (still in groups)

Facilitator suggests questions to consider, ie, What is old? Aging? etc.

Showing of film, slides or reading of story (8-10 min.)

Discussion with prepared questions. Participants pull cards out of hat, ie, When I am 65, I will be ____________________.

Facilitator encourages brief group summaries.

SHARED EXPERIENCES: As planned previously, joint intergenerational activity, ie, swim, art class, field trip occurs.

CLOSING: Cook out.

Final comments from participants and evaluation Facilitators pose questions, ie, what was enjoyed best? most surprised at?

Appreciation and thank you to all.

Bibliography: Film, GENERATIONS, Phoenix, (see Model 1-A).

Slides: familiar community slides of elders, alone and with children (no narration).

Readings/Books - age-related themes.

AGING AWARENESS SESSIONS - Model 1 (C)

LOOKING AT AGING: jr. high and high; school and community

Description: Drama Program, ie, skits on aging presented by elders, or through combination of youth and elders. Brief 5-10 minute skits including monologues (humorous and serious) and situations that highlight moments in the life of an older adult. Very fine school and/or community project for persons of all ages interested in drama, original writing and performing (as desired).

Objective: To create a relatively light-hearted program that encourages in all generations attitude exploration on personal aging and older persons.

To design a positive intergenerational experience whereby compatible youth and elders interested in drama may bond and exchange expertise.

Resources: PEOPLE: elders interested in drama from local community theatre, arts centre or university.

Youth studying drama or involved in school or community drama clubs.

General public (interested dramatists, playwrights, parents, university students, teachers, etc.)

(NOTE: director can emerge from any of the above groups.)

MATERIALS: Props as necessary for skits. NOTE: 'less is better,' to accent the characters and relationship between them.

Educational learning materials, ie, youth curriculum, community theatre aids, etc. as needed for preparation.

Piano and appropriate music (seems to keep it harmonious and light-hearted).

Session Outline: Example of possible program:

Chorus selection, 'It's a Good Day.'

Monologue - satirical look - 'What it's like to be old.'

Series of skits - 'life with the family.'

Monologue - 'old doesn't have to mean lonely.'

Group slap-stick humor

Final choral arrangement, 'You Are the World.'

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*For our purposes, a local woman and man wrote the program, entitled 'The Venerables Present.' (See press clipping in appendix.)

(Model 1-C)

Bibliography: Your own creative materials.

Minister, Kristina, 'Elder Theatre: positive image of aging and forum for intergenerational communication,' July/81 - Eric Reports.

AGING AWARENESS SESSIONS - Model 1 (D)

PERCEPTIONS ON AGING: older adults - community setting.

NOTE: Important program to include. For positive intergenerational experiences, elders and youth each must assess their own personal attitudes on aging.

Description: Informal group exploration of ideas on personal aging and aging across the life cycle. This gathering, as well as looking at perceptions, encourages thinking regarding ongoing involvement in personal interests, the community, and specifically youth. Through individual sharing, a film, and a final brainstorming session, it is the intent that elders will be encouraged to seek challenges and pursuits that lead to personal fulfillment where exploring their feelings on intergenerational relationships. (45 minutes)

Objective: To facilitate self-exploration regarding aging in the later years.

To encourage discussion on personal fulfillment, with the hope of discovering individual pursuits that give significant meaning, ie, activities, intergenerational involvement, etc.

To brainstorm/identify specific individual activities with steps that can be taken immediately to enhance personal happiness and fulfillment.

Resources: PEOPLE: interested group of elders.

MATERIALS: positive film on personal involvement/fulfillment, ie, related AV equipment.

Session Outline: OPENING: Get acquainted exercise, in small groups of 5-10; ie,

My name is: ____.

Area I live is ______________________________________.

One of the most interesting things about myself is

____.

PERSONAL AWARENESS EXERCISE:

Mini-lecture:a)importance of personal fulfillment--to implant ideas--
b)positive enjoyment in intergenerational relationships.

Elders personal comments.

Session Outline (cont.):

PERSONAL ATTITUDE EXERCISE: (cont.)

Discussion (small groups, ie, proposed questions:
questions:

What is the best thing about being over 70?

How do I find fulfillment at my age today?

What was wonderful about being 16? How did I find fulfillment then?

Can the sixteen-year old and seventy-year old find personal happiness/fulfillment together?

BRAINSTORMING SESSION: (one or several groups as determined necessary)

Questions posed: What is something I'd love to try that I haven't done yet? (something that would enhance happiness and fulfillment)

How can I begin tommorrow? (group members are encouraged to help)

NOTE: Intergenerational ideas may emerge in this section. If they do, they're the best as they are coming out of excitement and choice.

SUMMARY OF DAY: final comments by facilitator and participants.

Individual action plan if intergenerational ideas are mentioned.

Bibliography: Film: GENERATIONS, (see Model 1-A bibliography).

100 CANDLES, The Fifth Estate, CBC Enterprises, 1985.

Reading for preparation:

Tournier, Paul, LEARNING TO GROW OLD, Harper and Row: 1983

Novak, Mark, SUCCESSFUL AGING, Penguin Books: 1985

Exhibit: Elders of the Island (see Model 1-A bibliography).

INTERGENERATIONAL READING AND DIALOGUE SERIES

MODEL 2

INTERGENERATIONAL DIALOGUE SERIES - Model 2 (A)

INTERGENERATIONAL READING AND DIALOGUE SERIES: elementary age level, school and community.

Description: Designed for ages (6-12) this experiential series accents any reading program, assisting it in becoming very alive. Using the technique of oral reading ballads, personal discussion in small groups, as well as art and drama, elders and youth compliment one anothers' interests and expertise. Excellent program idea to enhance oral reading skills, reading comprehension, while introducing reading to youth as an exciting and vibrant personal interest area (fifty-minute sessions within ongoing series).

Objective: To create a vibrant intergenerational experience whereby elders and youth would share personal expertise and insights, while building an ongoing positive intergenerational relationship.

To accent and positively reinforce a curriculum area through the complementing of elders and youth skills and interests.

To encourage a lifetime positive pursuit within youth--that of reading.

Resources: PEOPLE: Interested elders (passionate readers) in numbers so as to provide a one-elder/five youth ratio in small groups. Elders may be presently involved in informal or formal community story telling, community reading clubs, or other related activities or study programs.

MATERIALS: Reading program of given class.

Compatible literature from elder, youth, teacher, ie, ballads, plays, short stories.

Ideas regarding art and drama activities to complement respective reading excepted from all participants.

Session Outline: General program for weekly or bi-monthly sessions.

OPENING: Get acquainted activity, (in small groups) ie, Name:________.
What I like about myself, etc.

NOTE: This is for first session only.

ORAL READING ACTIVITY: Reading sleection, ie, poem, short story excerpt with complete group. Elder and youth alternate readings.

SMALL GROUP DISCUSSION: Pre-planned small groups meet. Personal sharing occurs. Method varies with each week, ie, type 1 and type 2.

(Model 2-A)

Session Outline (cont.):

TYPE ONE: Reading Review - elder facilitator.

Discussion: elder is catalyst with questions, ie,'The Story of the Owl.'

Questions: Have you ever seen owls? Where? What were they doing?

Have you ever been assisted by owls? Here wonderful owl stories emerge from youth and elders, ie, living on a farm, etc.)

Why are animals in general so interesting and so loved by us? (pets companionship, etc.)

TYPE TWO: Small group discussion - reading review - elder facilitator with questions around story.

Activity: Preparation - elder poses questions for thinking, ie,

What do you imaging owl to look like? To act like? etc.

Activity ideas may be shared in spontaneous skits re life of an owl; or through an individual or group painting with elder. Again the elder stumulates thinking, ie, Tell me about that. What else could we do?

SUMMARY: Brief sharing of small group and activities with total group. NOTE: it is suggested that skits be reproduced, art be displayed.

Group planning for next session.

Bibliography:

Students' personal reading program.

INTERGENERATIONAL DIALOGUE SERIES - Model 2 (B)

RELATIONSHIPS BETWEEN YOUTH AND ELDERS: jr. high and high age levels, school or community.

Description: A high participatory event, designed for ages (12-18) where teenagers will explore their attitudes on aging and older persons through self-reflective exercises, role play, and elder panels. (45 minutes.)

Objective: To assist in personal self-reflection of aging and attitudes toward older persons.

To encourage positive open discussion between elders and teens regarding the life of the older adult and teen.

To facilitate understanding between teens and elders regarding individual lifestyles, goals, etc.

Resources: PEOPLE: three elder individuals, male and female, who are positive role models re ongoing involvement.

Facilitator

MATERIALS: Palmore's Quiz - see appendix for abbreviated edition.

Written guides for role-play situations.

Session Outline: OPENING: Get acquainted exercise, ie, My name is: ________________.

One of the most enjoyable parts of my life is: ________________.

PERSONAL ATTITUDE EXERCISE: Questions (5) from abbreviated Palmore Attitude Quiz are read for self-reflection.

Two questions are discussed by youth and elder participants.

ROLE PLAY:

Situation One -
Two students and one elder are chosen to play out situation on index card. A guide only is given, ie, elder person wishes to go to a hockey game, family refuses, ie, 'Edler too old.'
Discussion follows.

Situation Two - Same situation exactly as (one) with role reversals, ie, youth plays elder role, vice versa. Feelings of powerlessness and stereotyping are discussed. Differences in playing different roles are discussed, ie, the expectations youth have for elders.

Session Outline (cont.):

Situation Three - Same situation; however, elder is invited to attend. Discussion regarding positive attitude and thus intergenerational communication occurs.

ELDER PANEL: 'Everything you wanted to know about aging but were afraid to ask.'

Open forum of student questions regarding feelings of happiness. fulfillment, etc. in later life.

Open discussion on youth/elder relationships, ie, Can we have a relationship? Is there a gap?

SUMMARY OF EVENT:

Final participant comments, ideas for the future.

Bibliography:

Curriculum from student's own family living program or communications course.

Journal article: Burggraf, Virginia, and Elizabeth Palestis, OUR FUTURE SELVES, Geriatric Nursing, Jan/Feb-1983, pp35-38.

INTERGENERATIONAL DIALOGUE SERIES - Model 2 (C)

INTERGENERATIONAL DIALOGUE: senior high age level, school and community.

Description: Monthly intergenerational dialogue session involving (12-15) persons, ages (15-80+) for informal dialogue on topics of concern, ie, communication between the ages; differing lifestyles as we age; the family; etc.

Participants may include students from high school, elders from the community, elder community leaders, parents, instructor, and others as interested. Very effective mentoring opportunity for students. Overall stimulating and positive discussion for all regarding personal fulfillment and involvement across the life cycle. (Compliments family living, leadership curriculum very well. Ninety-minute sessions or as desired.)

Objective: To create a climate for intergenerational dialogue leading to increased understanding of one another across the generations.

To provide a mentoring experience for students through engagement with positive elder role models.

To enhance an attitude of appreciation for intergenerational input that would assist all involved, ie, students, parents, professionals, and elders now and in the future.

Resources: PEOPLE: experienced group facilitator previously identified within high school, aging, or elder related program.

Miscellaneous grouping of five youth, five persons (ages 18-60), five persons (60+).

MATERIALS: Readings--if requested-to supplement discussion.

Session Outline: OPENING: Introduction to session and purpose,(first session only).

Get acquainted--name and interesting aspect of self, (first session only.)
Mention of group facilitator and topic.

Brainstorming of expectations and ideas.

DISCUSSION: WITH QUESTIONS AS A GUIDE. Discussion opens with previously chosen subject area, ie, topic: Changing lifestyle and concerns.
Questions - How have we chosen and developed our lifestyle?
How do our lifestyles change over time?
What values influence our choices?

(Model 2 - C)

Session Outline (cont.):

CLOSURE: Summary of discussion

Selection for next month's discussion.

NOTE: First session of group may brainstorm several ideas for the year. At the end of each session, these or new ideas could be utilized as next month's topic.

In time, , the leadership role may rotate; criterion, however, is trained leader.

Bibliography:

Youth (personal family living program).

Group's original ideas: Changing goals across the life cycle,

The happiest times of my life,

The times most challenging,

Models of mine along the way.

INTERGENERATIONAL LEARNING PROGRAM

MODEL 3

INTERGENERATIONAL EDUCATION - Model 3 (A)

INTERGENERATIONAL LEARNING PROGRAM: elementary, junior and senior high school and community.

Description: **My Home - West Point**

A living history project with participants (ages 6-90+) engaged in a community/school learning experience. Essentially, students explore personal heritages through oral tales with the wise assistance of grandparents, community elders, elders living at a distance, as well as parents, additional relatives and interested others. Through this triangle of youth, parents, and elders, families of the young student trace seven or eight generations back. One will find this process unique and dynamic for it is ultimately spurred on by the curiosity of the youngest and oldest historians. (See appendix for actual history: My Home - West Point.) Time as desired (Three months/one year.)

Objective: To enhance intergenerational enjoyment through mutual exploration of personal and connected pasts.

To create a dynamic heritage activity to reinforce history as a vital and adventurous pursuit.

To effectively assist in community development among the generations by further integrating a sense of personal and community pride.

Resources: PEOPLE: individuals of all ages with curious minds and community pride.

MATERIALS: Tape recorder for oral historians.

Historical community information (books, letters, museum artifacts).

Community photographs through the years gathered by neighbors.

Process Outline: **General Stages -**

Community heritage discussion for youth led by elders to spark youths' curiosity.

Information sheets sent to families for approval of project idea (letters, idea sheets: what do you think?)

Upon student and family approval, the heritage search begins (collection of oral histories, letters, photos from community members).

With advice from elders, requests are sent to other countries, provinces, states, etc.

(Model 3-A)

Process Outline:	**General Stages (cont.)**
	Information is gathered and integrated by students (assisted by elders and family).
	Final editing is completed and approved by community elder, and teacher. NOTE: editing always maintains students' writing style.
	The community heritage is printed to reward all for effort, success, and involvement. (In our case, high school students, also from the respective geographic area, were responsible for the graphics and printing.) Community celebration and party to launch book.
	NOTE: Please realize that there is much spontaneity and fluidity within the above process. The steps are constantly overlapping, the heritage search is forever evolving. See the above as an aid to help visualize a process; for the most part, you will create your own process.
Bibliography:	Any related history books, historical materials, photos of the area gathered in libraries, homes of youth, neighbors, and those living at a distance.

INTERGENERATIONAL EDUCATION - Model 3 (B)

NUTRITION AWARENESS PROGRAM: junior and senior high students, school and community.

Description: A two-week learning seminar, whereby youth and elders attend class together. Alternating between the roles of leader and participant, each of the older/younger students assist one another in exploring topics related to nutrition and healthy lifestyles. (50-minute sessions.)

Objective: To create a stimulating and comprehensive learning experience for youth/elders where topics of healthy living and nutrition would be addressed.

To encourage self-management in personal health promotion within youth/elders.

To create a setting (celebration) where positive attitudes on aging and older persons would be enhanced.

Resources: PEOPLE: neighboring elders (from community interested in health promotion; who value learning experiences with youth. A two-one grouping with youth and elders is optimal, three-one is fine.

Facilitators: youth organization instructor; elder organization facilitator; and health promotion professional, ie, nutritionist.

Food service personnel if possible.

MATERIALS: see seminar outline - recorded daily.

Session Outline: **Day 1 - Introduction:** Separate sessions for youth and elders.

My name is: ______________________.

The most enjoyable interest I have is: ____________________.

PERSONAL ATTITUDE EXERCISE:

Questions (5) from adapted Palmore's Attitude Quiz are read for self-reflection - see appendix.

Two questions are discussed, suggested by facilitator.

INDIVIDUAL EXPERIENCE: twenty-four hour recall involving each person.

(Model 3-B)

Day 1 (cont.)

GROUP DIALOGUE: Expectations on experience (a) recorded, discussed, and (c) summarized. Positive and negative comments are explored.

Possible future ideas: recorded, discussed, and summarized.

SUMMARY: General outline is presented (goals, times, structure of upcoming program.)

MATERIALS: Attitudinal quiz-one for each person.

Twenty-four hour recall sheets - one for each person.

Flip chart (to record ideas and experience) and markers.

Flip chart prepared sheets (overall outline).

Individual handouts: goals, times, overall structure.

Day 2 - Introduction - get acquainted (youth and elders meet).

My name is: ______________________.

What I like best about myself is: ______________________.

AGENDA of day outlined (facilitator).

SMALL GROUP EXERCISE AND FILM:

Young and older students form triads--groups of three-as instructed (previously prepared).

Brief introduction takes place, ie, personal interests, where one lives, etc.

Film and discussion (questions previously given as guide).

GROUP PRESENTATION: Ideas, ie, elders/youth re film - summarized.

Completed program agenda now presented. Agenda ought to reflect participants' ideas and expectations from previous day for approval.

SUMMARY: final participant questions and comments. Review of next session.

MATERIALS: prepared sheets of day's agenda and summarized ideas (2 sheets).
Film: 100 CANDLES plus projector and/or screen.
Group discussion sheets (questions on film).
Blank flip chart (new ideas, and final comments).

(Model 3-B)

Session Outline:

Day 3 - Information Sharing

OPENING: Day's agenda presented.

GROUP EXERCISE: Trivia Pursuit (elders/youth nutrition quiz-see appendix).

GROUP PRESENTATION: Mini lecture on nutrition--creating a positive you.

NOTE: important to cite four aspects: (1) healthy eating, (2) physical exercise, (3) personally meaningful involvements, and (4) positive socialization.

Throughout mini-lecture, encourage participation of youth/elders with open-ended questions, opportunities/debates regarding personal sharing, exercise interests, importance of meaningful involvement, and interpersonal relationships. Slides/short film or food demonstration (shellfish demonstration) could be helpful.

TRIAD EXERCISE: Introduction of activity by facilitator: planning of final menu

Triad groups: each individual group proposes an optimal menu for the final banquet celebration. Knowledge of previous mini-lecture helpful, ie, four food groups.

SUMMARY: Menus are collected.

Day is summarized (ask for additional ideas/comments).

Next day's goals are reviewed.

Donation lists for families and utensils list for elders and school to be filled in today for upcoming cooking days (days 4-5).

MATERIALS: Prepared sheets (day's agenda, nutrition information for lecture.

Slides, short film, or actual presentation (seafood) related to mini-lecture.

Menu planning exercise.

Two donation lists for food and utensils.

(Model 3-B)

Session Outline:

Day 4 - Senior/Youth Chefs in Action

OPENING: Day's agenda.

GROUP EXERCISE: Role-play situations (Elder eating Patterns.)
Spontaneous demonstrations by youth.
Discussion follows with older and younger students.

Debate is encouraged--facilitated by nutritionist.

TRIAD EXERCISES: Instructions for food preparation.

Small group experience: food preparation involving recipes for final banquet (biscuits and/or muffins.)

Elders and youth exchange knowledge and skills.

CLOSING: Day's summary; ideas, comments re final day banquet (Day 6).

Outline of Day 5.

MATERIALS: Index cards for role-play outline.

Recipe cards for biscuits and muffins.

Ingredients (donations from students' families, school, or food service. Previously arranged on day 3.)

Utensils (donations from elders and school/agency/food service--previously arranged.)

Blank flip chart for any additional ideas.

Day 5 - Senior/Youth Chefs in Action

OPENING: Day's agenda.

GROUP EXERCISE: Role-play situation (Youth eating Patterns).
Spontaneous presentations by elders.

Discussion/debate follows facilitated by nutritionist.

TRIAD EXERCISE: Introduction - instructions re food to prepare.

Small group experience: food preparation for banquet--salad (tossed and fruit). Elders and youth exchange skills, delegate tasks.

CLOSING: Summary of days' happenings.

Review of Day 6 final banquet. Final planning and agenda.

(Model 3-B)

Session Outline:

Day 5 - cont.

MATERIALS: Prepare sheets of day's agenda.
Ingredients as needed.
Utensils as needed.
Recipe cards.
Index cue cards for role-play situations if desired.
Blank flip chart for planning ideas and comments.

NOTE: Some menu components require preparation by volunteers or food service personnel the day of banquet, ie, fish, potatoes, etc. Thus, assistance from these persons is vital

Day 6 - Final Banquet Celebration

OPENING: Welcome to older/younger participants, invited guests.

Brief summary of seminar.

Introduction to banquet events.

BANQUET BEGINS: easily held in any room.

Drama Interlude: elder theatre presentation or youth entertainment. (Non-banquet participants.)

Award Ceremony: during banquet, presentations to older/younger participants of appreciation certificates (see appendix).

Final Dialogue: participants share comments - invited guests respond - and final closing comments and wishes of facilitators.

MATERIALS: menu items (prepared previously and with assistance on banguet day by food team--volunteers.

Table setting: utensils, candles, flowers, etc.

Certificates for participants.

Bibliography:

Fitness and Nutrition Information - youth personal study program,

elder resources from community nutritionists.

Film: 100 CANDLES, 5th Estate, CBC Program - 1975, (permission of CBC Enterprises needed.)

MENTOR PROJECT

MODEL 4

MENTOR PROJECT - Model 4 (A)

ARTISAN FAIR ON JOURNEE D'ARTISAN: elementary, junior and senior high, school and community.

Description: A day of artistic demonstrations by neighboring elder artisans involving modern and traditional pursuits, ie, wood turning, oil painting, weaving, fiddling, community related industries (lobster trap making), etc.

Typifying life-long learning, each elder artisan is involved in their creative activity with students observing, participating, and ultimately learning from elder 'experts.' Along with exposure to potentially active interests for youth, young people are quietly and effectively being reminded of the intellignece/competency of elder artisans and the thrill of life-long learning.

NOTE: In addition, this artisan day is an excellent French immersion experience for English speaking students. With primarily French speaking elder artisans, English students must converse en francais to have their questions satisfied. (One day or one-half day.)

Objective: To create awareness of elders as mentors for youth.

To stimulate positive intergenerational communication through the exchange of elder skills and youth interests.

To expose students effectively (non-verbally) to the excitement benefit of life-long learning.

Resources: PEOPLE: Elder artisans (varied: art, craft, music, collectors, inventors, etc. Numbers from 4 - 25 are successful!)

MATERIALS: individual tables and chairs for stations.

Elders provide all else--with personal supplies.

Coffee/muffin.

Certificates of appreciation (see appendix).

Session Outline: INTRODUCTION prior to event.

Individual classroom discussion of purpose--facilitated by teacher with students

ACTIVITY: One class or two advance through individual elder stations. Time is allowed for questioning and participation by students.

(Model 4-A)

Session Outline cont:

CLOSURE: Informal gathering (presentation of certificates.) Mingling of teachers, organizers, and elders provide -evaluation opportunities, (elders/students). Enjoyed what? What oculd be next step? etc.

PLANNING INSIGHT: The artisan fair is quite easy to plan if a group of teachers, students, and parents, etc. previously meet to suggest names of elders (addresses, telephone numbers) with relative artistic skills. It is then a matter of sending personal invitations to elders, followed by a call one week later. These three steps--brainstorming names, personal invitations, and personal follow-up calls--are essential and will determine an exciting and successful intergenerational event. Please follow this three-step guide, it makes the difference.

NOTE: The artisan fair is an excellent initial event within an ongoing intergenerational program. It gives a positive awareness of elder potential at the beginning to youth and professionals within a related group setting--comfortable for all participants.

MENTOR PROJECT - Model 4 (B)

FROM THE PAST - FOR THE FUTURE: junior and high age levels,
school and community.

Description: Relationship building experience whereby youth (15-17) and elders liaise on an individual or two/one basis for a period of three months. Initiated as a 'Creative Writing Project' accenting the curriculum, weekly exchanges can involve the participants in the study of biography, the art of personal interviews, and the process of editing.

Primarily though, along with enrichment of the English program, mentor relationships are cultivated, providing the teens with personal elder anchors and, the elders with avid young believers who value the elders as they really are. (Fifty-minute sessions.) (Please see book and related video within appendix section.)

Objective: To create an opportunity for the growth of mentor relationships in the lives of teens.

To stimulate the development of creative writing skills, the art of personal interviewing, and the process of editing within students through experimental learning.

To be a catalyst for the growth of ongoing positive intergenerational relationships in the lives of the participants and in the lives of their communities.

Session Outline: **Part A - Program Introduction: Sessions 1 and 2** (students only.)

Introduction to program.

Personal exploration of hopes and fears (brainstorming session).

Participants' ideas to include.

Summary of session--suggestion of 'students' daily journal,'

Resources: PEOPLE: group discussion 1: facilitated by youth instructor.

Group discussion 2: facilitated by youth instructor and elder coordinators.

MATERIALS: prepared sheets - general program outline.

Modified attitudinal quiz - see appendix.

Audio visual materials - slides of older persons, short film, plus equiment.

Blank flip chart for ideas and comments..

(Model 4-B)

Session Outline cont.

Sessions 1 and 2 (elders only)

NOTE: It was the decision of the elder coordinators to individually speak with the older persons regarding the following:

- overall program outline
- elder ideas to include
- personal expectations (hopes/fears)
- general personal interests--to be utilized in session 4.

Part B - Acquaintance Day (youth and elders meet at the manor) Sessions 3 and 4.

Session 3 - OPENING: Get acquainted group exercise.

My name is ______________________________.

One of the most enjoyable aspects of my life is ____________________.

Small group tours - general manor tours conducted by older participants and pesonnel, as needed, for the students' exploration.

Final group gathering - participants' comments on the day, questions, etc. Expectations of tomorrow's agenda.

Resources:

PEOPLE: Elder/youth coordinators, manor personnel as needed.

MATERIALS: Blank flip chart for unexpected ideas. Filming for a videotape if previously given permission--may be initiated at this time.

Session 4 - OPENING: Introduction to day's agenda. Brief film.

Mentor group (organization of) based on mutual interests, youth/elders are paired or placed in triads previously arranged.

Manor tours continue in triad groups.

(NOTE: Youth interests, previously assessed by organizer, are systematically matched with elder interests also assessed. This pairing based on mutual interests ensures bonding.)

Final group gathering - participants' comments of the day, ideas, and questions.

Questionnaires are passed to students for personal interviewing for following sessions (elder-family questionnaires, see appendix). Discussion to follow.

Summary of day, questions, comments, and ideas.

Anticipation of next session, ie, beginning of interview process, specific detailed information can be given on individual class basis and with individual elders.

Resources: **Session 4 cont. -**

PEOPLE: elder and youth coordinators.

MATERIALS: project sheets (day's agenda, key points of intergenerational process. Overheads are optimal.

Film and equipment.

Questionnaires (2) elder and family.

Blank flip chart for ideas.

Sessions 5 - 9 -

Interview process (arranged by youth and elder coordinators in classroom or manor.) Family members' interview personally arranged by students in school setting.

Resources: A tape recorder is essential.

Part C - Sessions 10 to 14

Students complete the following:

- transcribe tapes, edit the narratives, finalize the biography: including insights from elders/youth exchanges, family responses, and daily journal perceptions within completed biography.

Resources: Students information as stated above.

Part D - Sessions 15 - 20

Project completion: typing biography, design (written and video), plans for the future.

NOTE: A'plan for the future'discussion may be facilitated by elder/youth coordinator with group throughout this phase, ie, where do we go from here? Important to explore.

Resources: PEOPLE: professional typist (one or two).
Graphic artist instructor and students.
Production artist (videotape).

MATERIALS: typewriter, paper for printing, cover, videos and equipment.

Part E - Session 21: Project Celebration

Gathering of participants, families of participants, and invited guests. At this time, collective book (From the Past - For the Future) and videotape may be launched. See appendix.

(Model 4-B)

Session Outline cont.

Part F - Ongoing Exchange:

Students and elders arrange personal meetings outside of class. Class reunions are arranged in addition; however, by elder/youth coordinator.

Biography:

Youth English curriculum, ie, 'creative writing, study of biography' films or additional resources related to biography and elders as suggested by youth and elders.

PROGRAM ENRICHMENT

MODEL 5

PROGRAM ENRICHMENT - Model 5 (A)

INTERGENERATIONAL COOPERATIVE SPORTS DAY: elementary, junior high and high school students and community.

Description: A cooperative sports day consisting of an afternoon participatory event (orienteering) involving eight teams of an intergenerational nature - five members as follows: elementary age child, jr high student, high school student, adult, and older adult. Totally designed by youth leaders (high school) to accent their leadership course, the day's organization is left in the hands of these students. Throughout, guidance is provided by the youth leadership instructor and elder coordinator. Tasks involving contacting additional schools, ie, elementary, jr high are delegated among youth leaders and youth/elder coordinators. Excellent event reinforcing cooperation among all ages within physical education. (2 hour event.)

Objective: To enhance positive attitudes about aging and the overall potential of older persons.

To provide enriched learning opportunities for students by involving them in dialogue and contact with seniors.

To offer skill-building opportunities for high school students within an existing curriculum area (Physical Education Leadership Program).

To encourage the interfacing of community and school within communities.

Program Outline:

Part i - Planning

Youths and youth/elder coordinator meet to discuss and delegate tasks.

Youth organizers begin action plan as specified by leadership program. (See appendix for sample.) NOTE: media coverage is excellent for such a positive and far-reaching program.

Youth organizers meet intermittently with youth instructor and elder coordinator for guidance in program design completion.

Youth organizers recruit young participants within information session (presentation regarding goals, attitudes on aging, healthy lifestyle, etc.)

NOTE: guidance is provided by elder organizer.

Program Outline (cont.):

Part ii - Implementation (day of event)

OPENING: introduction of participants - team selections (intergenerational teams previously planned).

Orienteering rules and guidelines with appropriate information, maps, etc. (Orienteering - trivial pursuit game and orienteering course.)

ACTIVITY: **orienteering**-periodic checks by youth organizers on course. Discussion with media.

CLOSING: Refreshment break.

Award ceremony: participants award (see appendix).

Final comments of participants and organizers (verbal). Student leaders record verbal responses.

Part iii - Closure (following event)

Evaluation(a) youth leaders and coordinators' discussion, ie, process impact, verbal evaluation of participants; etc.

(b) written evaluation summary is completed by youth organizer, elder facilitator, and youth facilitator.

Appreciation letters sent to schools and participants.

Resources:

PEOPLE:
Participants of all ages (6-80+).
Elder coordinator.
Youth instructor.
Media personnel (newspaper, radio, TV).

NOTE: first aid people are excellent to have on hand for emergencies at any age.

MATERIALS: Resources: youth leadership program,

For implementation: orienteering rules and maps,

trivial pursuit questionnaire to accompany,

course marked off--number of stations, and trivial pursuit bag of answers,

whistle for players to indicate assistance need,

refreshments,

participants awards and evaluation sheet to record participants' responses.

PROGRAM ENRICHMENT - Model 5 (B)

Multicultural/Heritage Festivals: elementary and all ages, school and community.

Description; A one to two-day celebration of ethnic diversity and community heritage, demonstrated in song, language learning groups, dance, heritage activities, and a final festival gala.

Through the utilization of neighbors, community associations, ie, Senior Citizen Federation, Multicultural Council; and government agencies, ie, Museum and Heritage Foundation, etc., one's personal heritage and study of history can become a very festive and creative adventure with display areas, learning groups, ie, arabic classes, community history classes, and a concert of dance, song, and balladeering. Generations can come to enrich one another through intergenerational/multicultural celebrations.

Objective: To reinforce intergenerational involvement within cultural and intercultural education.

To encourage positive attitudes in youth (and all) regarding personal value within all generations and ethnic backgrounds.

To accent an ongoing program--Multiculturalism and Heritage studies--by making it a dynamic community event.

Resources: As desired; however, ideas may include:

Multicultural representatives from the community (of all ages) ie, native peoples, Scottish, Irish, Lebanese, French, Arabic, etc. as:

- facilitators of language groups,
- organizers of display areas,
- concert participants (song, dance, etc.)

Elders from the community, ie, neighbors, Senior Citizen Federation, etc. (May overlap from first group, ie, Scottish bagpipes. Facilitator of heritage learning groups, ie, Walks around Ch'town - Today and Yesterday.)

Designers of display units, ie, (Boats from the Past, or Dolls from the Past).

General community resource people: Red Cross display: Cultures around the World.

(Model 5-B)

Program Outline: **First Day -**

(P.M. only) Display areas,

Language classes (alternating schedules for youth groups).

Second Day - (A.M.) Display areas.

Language classes.

Potluck for all resource persons.

(P.M.) Concert gala, ie, procession with bagpipes, youth/elder song, dance, storytelling.

Please see appendix for more information within newspaper article.

Bibliography: Youth and heritage program of study (text books).

Multicultural Association resources.in PEI, please contact:

Joan MacFarlane
Multicultural Education Officer
PEI Multicultural Council

National Film Board catalogues: Images of our Culture - 1984.

Exploring LIkenesses and Differences with Film - 1982

COMMUNITY EDUCATION

MODEL 6

COMMUNITY EDUCATION - Model 6 (A)

CELEBRATE YOURSELF: youth and adults (all ages).
school and community.

Description: Celebrate Yourself: a three-part community workshop series designed to enhance greater self-esteem within adults, and in turn, youth. Through the use of self-reflective experiences, ie, skits, and an intergenerational panel (ages 10-85+) 'Tricks of the Trade,' participants from three primary individual groups: parents, teachers, and community volunteers,meet to exchange invaluable insights regarding ongoing belief in self.

Next,representatives from each one of these groupings in a follow-up session gather collectively at a later date (a) to work on a mutual goal, ie, children's summer activities; (b) support one another, through the ideas gained in the previous sessions. As well as community education, Celebrate Yourself enhances positive growth in community building, and involvement of all ages in community development.

Objective: To enhance the value of ongoing self-esteem in adults of all ages across the life cycle.

To create a positive climate for the exchange of ideas among persons of all generations regarding insights, solutions, and 'tricks of the trade,' regarding common purposes, ie, community programs.

To encourage a sense of cooperation and positive community growth within primary groups for the intent of unity of all generations.

Resources: PEOPLE: two community representatives.
Two outside resource persons, ie,
intergenerational coordinator, family life coordinator, etc.

Additional resource persons: session panelists (multi age 8-80+). Preferably three for each session.

Community theatre group: optimally multi-age group or elder theatre group for one-act skit.

NOTE: the panelists and additional resource persons always benefit by meeting ahead of time to discuss workshop goals and intention. Specifically, panelists should meet one another ahead of time and practice panel once, to feel comfortable on the day of the workshop.

MEDIA: radio, TV, newspaper, as desired. A preliminary briefing is optimal; involvement in the event as a participant is also an excellent assurance or a thought provoking media message (see article in appendix).

(MODEL 6-A)

Session Outline:

Phase i - Planning

Upon the community representatives' request, resource people gather to discuss goals, seminar design, and delegation of tasks.

NOTE: Two or three meetings seem to be effective with the first being that of a brainstorming session; and the others final design and delegation.

With jobs delegated, each resource person pursues their individual action plans (involve additional resource people, invite participants, brief the press.)

Phase ii - Implementation

Actual seminars (three separate seminars with parents, teachers, and community representatives respectively.

OPENING: Get acquainted. My name is ______________________.

A valuable part of my life is ______________________________.
(positive, relaxed beginning.)

INDIVIDUAL EXERCISE:

- mini lecture on self-esteem.
- self-reflective exercise, roots of self-esteem. (See appendix for exercise materials.)

DRAMA EXERCISE:

One-act play: local theatre group of elders present human situations in which self-esteem is challenged (see appendix 3 - skits).

INTERGENERATIONAL PANEL:

Panelists (aged 6-85+) react to the skit.

Circle of participants become engaged with the panel in dialogue and the sharing of concerns,as well as personal 'tricks of the trade' in keeping alive self-esteem.

A final discussion, facilitated by one of the seminar organizers, involves the question: How can we support one another in self-esteem beginning when we leave here tonight?

CLOSURE: summary of workshop, insights addressed.

Final ideas, comments, etc.

Decision for the future. Joint meeting with other groups to pursue common community goals, ie, organization of children's summer program.

Informal gathering and refreshments.

(Model 6-A)

Session Outline (cont.):

Phase iii - Community Joint Session with representatives of three groups.

Brainstorming session.

Action Plan re community program organization, ie, Summer Children's Activity Program.

Schedule of follow-up evaluation meetings, ie, after two weeks, one month as needed).

NOTE: This community session is best facilitated by an actual community leader, as opposed to 'outside' professional; these prior facilitators--outside program--best function as listeners at this point in time.

COMMUNITY EDUCATION - Model 6 (B)

INTERGENERATIONAL PANELS: all ages - schol and community programs. school and community.

Description: Panel discussion with all ages (14-90+) whereby essential topics of universal interest may be addressed, ie, the value/challenges of an extended family; community development involving all ages, future decision-making within an intergenerational context--health care, government policy, etc. Four persons (youth to later adulthood) react to related questions for a brief period, followed by an audience reaction and dialogue. Excellent component and beginning to any seminar, particularly if there is a need to break down ageist communication barriers between the participants, to benefit the remaining seminar program. (Always a positive step!) 40 min.

Objective: To increase awareness of perspectives within the differing generations.

To assist in discovering the benefits of intergenerational sharing and decision-making.

To encourage an ongoing attitude of intergenerational dialogue in areas involving persons of all ages, ie, education, health, community development, etc.

Resources: PEOPLE: panelist - youth (14-17); adults (18-35); a second adult (35-60); elder (60+) living in manor, own home, complex, etc.

Facilitator.

MATERIALS: Questions for discussion.

Session Outline: TOPIC: The value/challenge of an extended family.

INTRODUCTION: Topic and panelists.

Panel: response to questions - five minutes each response.

What are the benefits/challenges of an extended family?

How can we create more of an extended family in our community?
What can we do when we leave today?
AUDIENCE: comments, questions, ongoing dialogue.

SUMMARY: final comments, appreciation to panelists and audience.

NOTE: The panelists are never seen as the ultimate experts; rather, as the first interesting people to begin the discussion. The audience will become involved and you will have a wonderful forum of thought with this perspective.

COMMUNITY OUTREACH

MODEL 7

COMMUNITY OUTREACH - Model 7 (A)

INTERGENERATIONAL BLUEBERRY FESTIVAL: elementary school and community.

Description:	An introductory session between youth and elders that enhances a sense of intergenerational enjoyment within a well-loved community festival. This high participatory intergenerational event includes an aging awareness component--cooperative adventure--enjoyable set of games, and ice cream feast, all to the delight of persons within each generation. A wonderful initial encounter reminding all of the positive potential of intergenerational companionship, as well as the value of community outreach programs between youth and elders. (Two and one-half hours.)
Objective:	To introduce neighboring elders and youth to one another for ongoing community involvement. To enhance positive understanding and appreciation between the generations. To create an outreach experience involving neighbors of all ages, one connected further with one another in their community.
Resources:	PEOPLE: Elders from senior complex, clubs, community, or manor. Youth from youth clubs--organized by school or community. Facilitators: youth organizer, elder facilitator. MATERIALS: Supplies for games and hunt. Supplies for ice cream feast. Appreciation certificates. Skits to record verbal evaluation.
Session Outline:	Please see next page.
Bibliography:	Your own ideas (games).

INTERGENERATIONAL BLUEBERRY FESTIVAL

(Rainy-day plan)

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1 - 1:15	Introduction: Youth and older persons Questions relating to Aging
1:15 - 2	Scavenger Hunt (all pairs)
2 - 2:30	Small Group Activities (a) Games Rotation - Inside Lifesaver Game Ice-Cream Making Hat Game, etc. (b) Games Outside Croquet Horseshoes, etc.
2:30 - 3 p.m.	Ice-Cream Feast (a) Feast (b) Certificates (c) Evaluation of day (d) Closing Game

COMMUNITY OUTREACH - Model 7 (B)

LIBRARY OUTREACH: elementary, junior, and senior high /schools or community.

Description: This one-on-one outreach program matches elder and youth interests in reading, as well as complimenting their needs for companionship, ie, nearby extended family. Based on choice, each participant is paired with a person of another age living within their neighborhood. Preferably, the elder--an avid reader--calls the local library to order books; in turn, the young individual--in getting their own books--also picks up and delivers those of their adopted grandparents. (Please NOTE: this particular model is specifically designed to meet the needs of elders who are not presently able to go to the library themselves; if they were more mobile, the design would be enhancing that mobility.)

This encounter in the elder's home is an opportunity to briefly visit with one another and share a mutual interest, that of reading.

The library outreach model is highly adaptable, with parents of family being more involved in visitations and monthly reading groups organized for youth and elders to discuss a similar novel as a second idea.

An excellent intergenerational model. It can be created to be as simple or as involved as the participants wish. (Time: weekly or bi-monthly visitations as a suggestion.)

Objective: To bring youth and elders together around a mutual interest area.

To create a positive intergenerational experience for persons desiring involvement with a physically nearby extended family.

To initiate a beneficial community outreach program while enhancing positive attitudes on aging in youth/elders themselves.

Resources: PEOPLE: Interested youth - a scout group, etc.
Interested elders living in manor, complex, or home.

Youth and elder facilitators (two).

Community library program coordinator.

Program Outline: BEGINNING PHASE: brainstorming with youth, elders, and library personnel.

Information session with parents/families.

Recruitment of youth, elders, preferably by group organizer.

(Model 7-B)

Program Outline (cont.):

PLANNING PHASE: matching of youth and elders (personalities, times. and neighborhood.

Design of system - library coordinator determines this best.

IMPLEMENTATION: Weekly or bi-monthly exchanges as agreed by youth and elder.

Youth delivers and returns elder's books. (Again, a reading group, one every three months may add to the enjoyment.)

NOTE: Points in planning -

Determine clearly time young person and family agree to deliver, how often, etc.

Match accurately the choice of youth and elder re times.

Provide guidelines prior to program implementations for youth and elders, ie, commitment is only for agreed time unless participants change; and commitment is only for agreed activity unless participants agree to add on, ie, errands, etc.

This program is best when it begins simply, ie, four pairings, and gradually evolves.

Bibliography:

No bibliography as such; however, in the case of a reading group, the library coordinator will provide valuable suggestions for reading materials that are interesting to both youth and elders.

ORIENTATION

MODEL 8

ORIENTATION - Model 8 (A)

Type 1: **EDUCATORS - individual school staff.**

Description: This session is designed for initial idea exploration regarding interest within a potential ongoing intergenerational program. The hopes, fears, and expectations regarding involvement between the ages will be looked at through the use of visually presented models. Specific attention will be given to the system of organization to immediately assure teachers of their ownership for the program. (See Methods within curriculum.)

A brainstorming session with participants will indicate the sense of future commitment, as well as initial ideas with which to begin. This is a high participatory workshop, full of teacher dialogue around the program.

Objective: To facilitate exploration of intergenerational program potential, expectations, hopes, and fears.

To increase teachers' awareness of program value in accenting student's curriculum.

To create an opportunity for exciting learning programs between youth and elders, school and community.

Resources: PEOPLE: Program facilitator--intergenerational coordinator.

MATERIALS: Videotape and equipment.
Program handouts.

Session Outline: OPENING: Introduction Exercise

One of the things I most enjoy about my life is ______________________.

Introduction to program, goals, and background.

INTERGENERATIONAL VISUAL PRESENTATION: video of intergenerational program models (tried and tested on home ground).

Comments and discussion.

SYSTEMS REVIEW: emphasis on school ownership.

Personal profile and action agreement. (See Methods in Curriculum section and appendix for actual documents.)

(Model 8-A)

Session Outline:

POSSIBLE IDEAS: staff brainstorming session (your ideas).

SUMMARY: Review of sessions' key discussion points.
Decision regarding follow up.
Action Plan.

Bibliography:

Originally produced handouts, videotapes re Provincial Intergenerational Programs.

In Prince Edward Island, see appendix to Intergenerational Programs Alive Curriculum.

(Model 8-A)

Type 2: **EDUCATORS** (all levels) General Address.

Description: Curriculum Alive: Living Resources within Learning,' represents a three-part multifaceted introduction to the value of intergenerational education as follows: (a) brief synopsis of theories and models of proven program types; (b) look at systems successfully utilized, and (c) an intergenerational panel of youth and elder participants, as well as educational personnel (instructors and administrators) discussing personal benefits.

This general address is best presented 9-12 months after initial program implementation; at this time, proven provincial/state program can be described by respected and involved colleagues, within your respective teachers' association--essentially, peer teaching Following this seminar, numbers of interested educators and, in turn, intergenerational requests truly rise. (75 minutes.)

Resources: PEOPLE: Co-facilitators: involved educators and coordinator ongoing intergenerational program.

Panelists: participants of all ages on all levels (2 youth, one elder, one teacher, one principal, and one superintendent).

MATERIALS: Overhead charts and equipment (Introduction and Systems section).

Slides of ongoing community program (familiar to audience) and equipment.

Panelist questions.

Session Outline: INTRODUCTION TO: educational benefits of intergenerational experiences/exercises - 10/15 min using slides and diagrams.

Thoughts on heightened stimulation through variety of experiences,

multidimensional approach integration of experience and theory,

presence/value of additional resource persons.

complimentary nature of student skills/interests and elder skills/interests.

ORGANIZATION OF: school intergenerational program - 15 min. using slides and diagrams.

(a) processes utilized (b) program models thus far, and

(c) results evident from 84/85 academic year (students, teachers, elders, and administrators perspective.

(Model 8-A)

Session Outline: INTERGENERATIONAL PROGRAM REALITY: Ask the Participants: panel. (35 minutes.)

Panel: two students; one instructor; one administrator in education; and one elder.

Questions: What were the personal benefits for you?

What were the challenges or responsibilities of organization?

What are your future hopes for intergenerational experiences within the education system.

CLOSING REMARKS: three perspectives on the future potential of intergenerational education (10 minutes), ie, from possible group.

Intergenerational Coordinator - involved educator and youth participant.

Bibliography:

See appendix for systems utilized.

ORIENTATION WORKSHOP - Model 8 (B)

INTERGENERATIONAL COMMUNICATION: health care professionals and related persons.

Description: This two-part segment is a component of an overall seminar related to the study of aging. Initially, a panel presentation involves a general overview of communication among the generations. Following, individual workshops, one of which is intergenerational communication , takes a deeper look at the challenges, benefits, and implications of healthy dialogue among the ages.

Integration within a formalized event is an excellent opportunity for launching your new program idea. In addition, this beginning enhances interest and bonds between other professionals,aiding in collective action. Undeniably, exploring attitudes on aging and intergenerational communication with professionals is one of the most crucial steps to take. Professionals have the potential of providing open gateways for elders, and elders and youth to enthusiastically walk through on their positive aging journey. (Panel presentation 15 min. followed by workshop - 60 minutes.)

Objective: To explore the meaning of intergenerational communication/relationships and examine the effect of attitudes on this relationship.

To introduce your intergenerational program model, its advantage, etc.

To reinforce the value of intergenerational sharing, decision-making, in all aspects of living--particularly health promotion.

Resources: PEOPLE: panel presenter (intergenerational coordinator).

Resource persons: catalysts in workshop (youth and elder).

MATERIALS: Personal awareness exercise.
Evaluations.

Session Outline:

Session 1

OPENING: Panel - 'communication among the Generations,' thoughts on cohort differences, effect of attitudes on present and future benefits, and challenges.

Discussion.

(Model 8-B)

Session Outline:

Session 2

Related workshop - Intergenerational Communication.

- personal awareness exercise regarding intergenerational relationships (see appendix).
- group sharing of personal insights.
- brainstorm ideas for the future, ie, personal, health care, and at government level.
- evaluation.

Bibliography:

MacPherson, Barry, AGING AS A SOCIAL PROCESS, Toronto: 1983, Butterworth & Co.

ORIENTATION WORKSHOP - 8 (C)

PARENTS AND FAMILY MEMBERS OF YOUTH PARTICIPANTS

Description: An awareness/discussion session on the value of intergenerational programs with youth. Prior to any program implementation, parents and guardians, and interested family members enhance initial program success by being informed. This awareness converts itself into investment, whereby constant support is given to their sons and daughters for participation,ensuring ongoing success. When considering intergenerational programs or community education experiences--of which they are--this is your most significant triangle to cultivate youth, parents/family, and community elders. (40 minutes.)

Objective: To increase awareness of the potential and benefit of intergenerational experiences for youth.

To encourage bonding of youth, family, and elders through involvement within program design.

To create a community educational opportunity that would enhance positive attitudes on aging and older persons.

Resources: PEOPLE: Discussion leader and facilitator (intergenerational coordinator).

Co-facilitator - youth and elder participants.

MATERIALS: information sheets on intergenerational programs,
Palmore Quiz questions,
videotape of intergenerational example,
blank sheets for ideas.

Session Outline: Introduction of program goals/background.

Aging awareness exercise: excerpt of Palmore quiz - see appendix.

Overview of community program: videotape presentation, discussion by facilitators, coordinator, youth and elder participants ie, The greatest benefit to me personally, educationally, etc. was _____.

Ideas for the future--specific requests for programs may emerge at this time.

Summary.

Bibliography: Program information sheets - program videotape - (originals)

Pallmore: Attitudinal Quiz.

ORIENTATION WORKSHOP - 8 (D)

INFORMATION SESSIONS: Community groups (youth, elders, and service clubs).

1. **Youth Orientation Session:** junior high, high school, and community group.

Description: An information/attitude awareness session designed to explore attitudes on aging and older persons. Attention is given to dispelling ageist myths by presenting realistic facts regarding older persons and their lifestyles. In addition, youth experience others' expectations on aging through role-play situations. Finally, positive images of aging are accented through visual stories of centenarians in Canada.

This is a stimulating session with an excellent pace re time to look at perceptions on aging and to brainstorm on ways of creating future intergenerational involvement for youth and their organizations.

Objective: To enhance positive attitudes on aging and elders.

To enhance positive attitudes on the personal aging process.

To encourage future intergenerational involvement through positive experience of older persons.

Resources: PEOPLE: presenter and facilitator, plus eight skit participants--gathered from the audience.

MATERIALS: prepared sheets -'real facts' on aging and elders,
skit outlines (index cards),
videotape of centenarians,
blank sheets for future ideas.

Session Outline: INTRODUCTION EXERCISE to program. Get acquainted exercise:

The most enjoyable aspect of my life is ______________________.

GROUP AWARENESS EXERCISE: imagine yourself in seventy years, the year 2056, etc.

What will you look like? What will you be doing? etc.

Skits of images from group awareness exercise, ie, two skits and discussion.

(Model 8-D)

Session Outline: FACTS ON AGING: NACA - review of flip chart.
skit (positive image) and discussion.

SUMMARY AND BRAINSTORMING: potential intergenerational ideas for you and for the group.

Bibliography: National Advisory Council on Aging newsletters, Ottawa (ongong series).

MacPherson, Barry, (see 8-B, page 2).

Novak, Mark, SUCCESSFUL AGING, Penguin Books, 1985.

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2. Elder Oreintation Session

Description: Information sharing of intergenerational program potential, along with dialogue around program, goals, ie, positive aging and intergenerational relationships. This lighthearted, informal session enables one to plant a seed--food for thought--concerning future involvement. As well as being a very enjoyable discussion on the attitudes around youth and intergenerational relationships, it is an excellent opportunity to remind elders of their gifts and our ultimate needs for them Finally, getting familiar in gatherings such as these stimulate a growing resource network of interested elder believers in the intergenerational experience. Excellent for individual senior clubs. (40 minutes.)

Objective: To increase awareness of viable community programs of which elders have an essential part.

To explore attitude on aging, ie, as a natural process across the life cycle.

To stimulate a potential elder resource for involvement in neighboring intergenerational programs.

Resources: PEOPLE: Program presenter and discussion facilitator (intergenerational coordinator).

MATERIALS: Film or video (short) and equipment.
Information sheet for each participant re Intergenerational Program.

(Model 8-D)

Session Outline: **2. Elder Orientation Session (cont.)**

OPENING: Introduction to program. Get acquainted exercise -

One of the happiest aspects of my life is ____________________.

Thoughts on personal value:

- each person as gift -
- value and purpose at each age -
- living together as intergenerational community (benefits) -
- discussion.

Film/video re intergenerational involvement - discussion following.

Questions: what do elders offer youth?

Who were our elders' mentors?

What are the intergenerational opportunities for me?

Brainstorming session.

SUMMARY: Review of discussion.

Acknowledgement of intergenerational ideas: to personally follow up on, or to have intergenerational coordinator follow up on ideas.

Bibliography: Tournier, Paul, LEARNING TO GROW OLD, Harper & Row, 1983.

Journal articles: Margaret Mead, Chalkboard, december, 1976, pp 4-6.

(Model 8-D)

3. Community Service Clubs - all ages of adulthood.

Description: BELIEVING IN - REACHING OUT, an orientation, is also an exploration of self-belief at all ages, as well it is a reflection on the need for ongoing connection with others in all generations. In discussing, self-esteem/purpose at each point in the life cycle, the sense of longevity is addressed, ie, those with purpose seem to live longer and healthier. Furthermore, the desire to reach out to others is accented, it appears we do wish to have 'linked lives' with other generations. Within this intergenerational program overview, the ideas on which the program is based are deeply reviewed: personal value across the life cycle; our interconnectedness between the ages.

Objective: To increase the awareness of the intergenerational program and its underlying goals and ideals.

To enhance positive attitudes on aging/self across the life cycle; as well as intergenerational connections.

To encourage participation and support for future intergenerational experinces so valuable to the community.

Resources: PEOPLE: program presenter (intergenerational coordinator).

Co-presenters (youth and elder participant).

MATERIALS: Community intergenerational slides and equipment.

Program information sheets.

Session Outline: INTRODUCTION: program goals, background, and program values (intergenerational coordinator).

Program Values: ongoing belief in self and in others of all ages.

PRESENTATION GUIDE: three complete thoughts on the following with specific intergenerational program examples:

- Belief in self (elder facilitator): essential to person;

  Ehhancement of longevity through ongoing purpose, ie, elder involvement--artisan fair.

- Need for connection (youth facilitator): personal growth; mentor relationship, ie, From the Past-For the Future.

- Desire to reach out (elder and youth facilitators): self-esteem and creative reaching out; Giving Simply-Giving Greatly, ie, Library Outreach Program.

(Model 8-D)

Session Outline: SUMMARY: Intergenerational Coordinator

Review of key points.

Exchange of Ideas: personal and program.

Acknowledgment of steps to be taken.

Bibliography: Tournier, Paul, LEARNING TO GROW OLD, (see Model 8-D, page 3).

SUMMARY

"Through this project, youth and elders have made a connection,
perhaps the one most significant -
that which assures that all are equal, invaluable
members of the human family."

(From the Past - For the Future)
EPA Intergenerational Project.

Truly, the Educational Programs on Aging Project since its inception has bonded the ages--made the invaluable connection. In doing so, its goals have been clearly realized--that of improving attitudes and knowledge in youth about aging, the elders around us, and the relationship of positive attitudes on optimal future health. Specifically, youth see aging now as a natural life experience, one in which we don't necessarily have to change, but continue to do the things we enjoy; perhaps aging is what Malcolm Cowley might call merely a 'costume change' with the person ultimately remaining the same. Furthermore, elders are viewed as powerful mentors as one young man reported, 'who leave an everlasting impression that will never be forgotten.'

Prior to the implementation of this EPA Intergenerational Project in 1984, involvement between the ages was a periodic encounter in schools and communities (few, and sporadic classroom visitations) and some valuable short-term manor programs ,ie, Colville Manor Adopt-a-Grandparent; Beach Grove Teen Program, etc. The exception would be those persons fortunate enough to have frequent reciprocal exchanges with their own extended family. Moreover, previous to the project as noted in the 1980 report, "Atlantic Canada's Elderly," a primary issue, common to all provinces was that of misconception, myths, and stereotypes in regard to aging and elders. It is evident that the EPA Intergenerational Project has made an impact in replacing myths with positive images of aging and older persons; furthermore, with its 17,827 participants (ages 6-100+) it has also succeeded in creating frequent/ongoing and mutually beneficial experiences between the generations--197 to date. Engaging community intergenerational teams in project design, the total impact on Island communities has been remarkable as noted in the following areas:

1. **Attitude Change on Aging** - youth, elders, and others (educators, health professionals, families, and community members) all report a renewed view on aging--as a natural universal and positive process of which we all are a part.

2. **Attitude on Older Person - as demonstrated in increased and new involvement in the schools and communities:**

Schools: transition of periodic/sporadic intergenerationsl experiences to frequent, organized, ongoing interactions between the ages--presently 197 programs/events.

. dramatic increase of additional resource persons in the schools, (ie,retired professionals, community persons, etc.) in one-on-one programs, classroom enrichment, theatre productions, etc. Heightened increases in community/events with a new philosophy that 'certainly elders would be involved.'

. involvement of elders in the design of educational programs (ie, through the intergenerational team model). Greater emphasis on the study of aging in the Family Living Program.

. future desire of superintendents, principals, and teachers to have elder centres within school buildings.

. future desire of educational personnel to welcome seniors within integrated learning programs (ie, leadership development) those already part of the students' curriculum.

. a working relationship with Dalhousie university re an evolving model of community education.

Community: heightened awareness within community leaders of elders as vital members of Island community, as reflected in more universal programming .

. signigficant increase of elder involvement in community events (ie, festivals, educational seminars--The Venerables).

. Utilization of elders as invaluable resource persons in positive community development (ie, as panelists in six educational sessions--The Family Seminar - Oct/86).

. involvement of seniors in the design of community programs.

. creation of community education seminars involving Islanders of all ages (ie, Celebrate Yourself).

Community:

- development of youth/elder outreach program to support elders involved within the home, (ie, volunteer in home maintenance project, library outreach, etc.)
- desire for stronger liaison with community school to allow for more educational options for elders--the evolution of a community school model.
- the establishment of a permanent award with PEI Museum and Heritage Foundation, 'Heritage Awareness through Intergenerational Experiences.'

. . . .

"Age is opportunity, no less than youth itself though in a different dress...." (Longfellow)

. . . .

Ultimately, the greatest and most significant impact was that concerning youth and elders themselves. As previously indicated, youth in bonding with elders discovered 'powerful mentors,' anchors within a world of change. In so bonding, the young people came to view aging as a personally fulfilling adventure, highly determined by positive attitudes. Simultaneously, elders saw themselves as invaluable 'classics of our culture,' with a personal investment that was crucial to viable Island communities. As the president of the PEI Senior Federation stated, 'We thoroughly enjoyed ourselves. We are willing to participate. It gives us a feeling that we are not old, rather very interesting.'

In closing, the PEI Intergenerational Project appears to be at the crest of enhancing ongoing involvement among the generations. With the careful coordination of another year, essential/timely programs could be implemented for present benefit:

1. **Youth/elder business apprenticeship:** liaison of youth with semi-retired elder within an apprenticeship experience. Youth receive experience necessary for job qualifications; elders are involved in personal rewarding endeavors; and businesses can hire trained youth workers.

2. **Youth/Elder Outreach:** development of volunteer community service programs (home maintenance). Youth fulfilling group requirements (AY, Scouts). Elders are supported to independently live in their communities. All have a sense of extended family.

3. **Community Education:** creation of senior centres in schools, and development of integrated learning programs. Youth have additional skilled resource persons; elders benefit from educational institutes they financially support.

In the future, regarding the allocation of financial, health, and other societal resources, debate will be for more constructive if mutual decision-making between the ages is cultivated now. Several researchers, ie, Victor Marshall, have explored the inevitability of 'generational backlash' due to a more fluid life cycle; one in which roles are in flux and not dependent on the strict criterion of chronological age. Based on an original PEI study (O'Brien, MacDonald, and Conway-Martin-1983), a concensus model was discovered with a small Island sampling (ages 18-60+) ie, generations were commited to sharing societal resources. However, given the initial vague, oftentimes lowered images of aging and older persons, as demonstrated in youth before intergenerational program involvement, one cannot help but question the strength of the consensus model in an ongoing way. Truly, a community and governmental effort to incorporate the intergenerational philosophy would be invaluable at this time.

Initially, **an intergenerational team**, composed of Education, Community and Cultural Affairs, Health and Social Services, Labour, etc. would extend and establish the concept in programs across the Island; and a **community educational team**, made up of elders, youth, parents, educators, Dept. of Education officials, etc. would bring to fruition an accessible system of educational involvement already evolving.

I'm certain you have ideas also. In the end, the opportunity is before all of us now since...

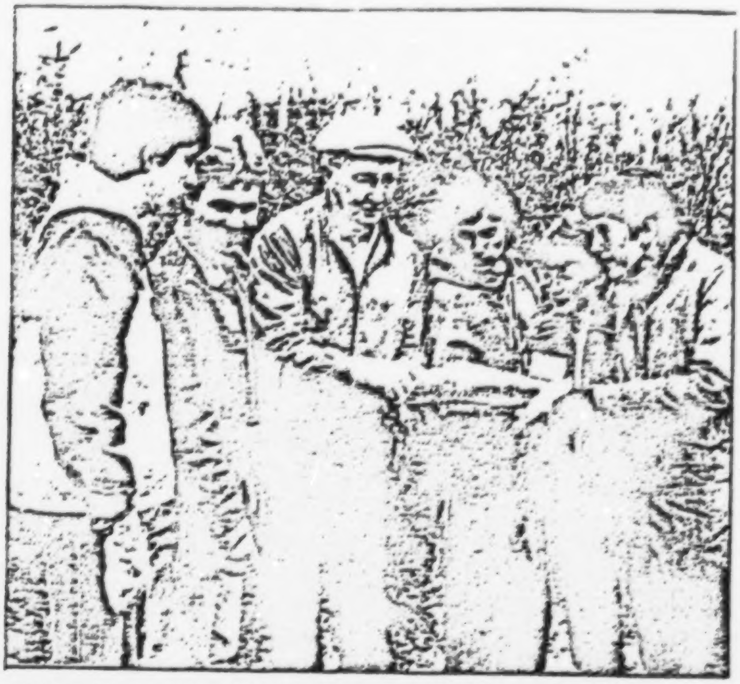
"Age is opportunity, no less than youth itself,
though in a different dress,
And as the evening twilight fades away,
the sky is filled with stars by day." *(Longfellow)*

CURRICULUM

APPENDIX

MEDIA

Evening Patriot 7-12-85



EILEEN CONWAY-MARTIN, RIGHT, intergenerational coordinator for Prince Edward Island reviews the rules of an orienteering event held at Victoria Park recently with **FROM LEFT**, Mark Creighan, Mike Brown, Pope McMahon, Joy Martin and Alicia Adams. The event was organized by Jamie Biso, Kent MacKinnon and Randy McCarville of Colonel Gray high school as a project for the Physical Education Leadership Class.

ORIENTEERING AT VICTORIA PARK

Students enjoy organizing intergenerational event

By Angela Altass

Three students at Colonel Gray high school recently organized an intergenerational orienteering event as part of a school project.

Kent MacKinnon, Randy MacCarville and Jamie Biso decided to hold the orienteering event at Victoria Park as a project for the Physical Education Leadership Course at school. Students in the class had to organize a sports event as a course requirement. These students decided to hold an intergenerational sporting activity.

With help from Eileen Conway-Martin, intergenerational coordinator for Prince Edward Island, they set to work to make the event a successful and fun activity for all ages.

Ms. Conway-Martin had introduced the staff of Colonel Gray school to possible intergenerational programs and teacher Donna Sears passed the message on to her class.

"This was a good project," said Ms. Conway-Martin in a recent interview. "It gives the students training and experience."

The students encouraged elementary and high school students to participate in the orienteering event and Ms. Conway-Martin rounded up some middle-aged and older people for the activity.

"We drew an outline of the park and set up check points," said Mr. MacKinnon. "We also had a game, sort of like Trivial Pursuit, with questions and the answers were at the check points."

The three students developed a detailed "critical path plan" to organize the orienteering event, dividing neccessary jobs into committees.

"We thought it would be really hard but it all just came together," they said.

Ms. Conway-Martin said such intergenerational events help people realize they can be physically active at each point of their life and can feel healthy and happy at any age.

"It helped demonstrate that there is no generation gap," she said. "Some gaps are just fears in people's minds and when you put people together the fears go away."

The students said the event went even better than they expected.

"At first, we thought we would do something easier," they admitted. "However, we knew what marks the girls got last year when they did an intergenerational project and we thought this would be more of a challenge. Everyone else was just doing ball hockey or basketball tournaments. We had to spend more time on this project."

Ms. Conway-Martin in her position as intergenerational coordinator acted on an advisory capacity with the students.

"Our ultimate goal in the program is to enhance the attitude of positive aging and encourage cooperation between all ages," said Ms. Conway-Martin

Evening Patriot [illegible]

LEARN VARIOUS CRAFTS

Students enjoy Artisan Days activities

By Angela Altass

Students at Mt. Stewart consolidated and Cardigan consolidated schools recently received a unique opportunity to discover the creative heritage which exists on Prince Edward Island.

During Artisan Days at the schools recently, elders visited with students to display and explain various crafts. The events were coordinated through the intergenerational program of the Department of Health and Social Services.

"The goal of the Artisan Days was to have a community gathering and recapture the spirit of the one room school house," said intergenerational coordinator Eileen Conway-Martin in a recent interview. "Another reason behind this was to encourage students to look at life-long learning; that at each cycle of life you can be learning new interests and skills that can be highly valuable to society."

Some of the elders who participated in the Artisan Days had only been working on their particular crafts for a short period of time, she said.

"Life-long learning is one of the better attitudes schools can give to students; to give students the excitement of learning."

TEAM APPROACH

The Artisan Days events were a team approach, said Ms. Conway-Martin, with ideas coming from school personnel, students and people in the community.

Albert and Margaret Bernard of the Minegoo Arts and Crafts Society attended the Mt. Stewart Artisan Days to share the craft of making baskets with the students.

"It was excellent," said Ms. Conway-Martin, when speaking about the basket making demonstration. "It blended in a sense of multiculturalism with the event."

Other participants in the Mt. Stewart event included Mable Sasso, who brought a collection of items over 100 years old; Mable Birt, who demonstrated crocheting and knitting; Hester Jay, an oil painter; and Wendall Glover, who displayed clothes pin art.

"We tried to involve art forms which would interest kids," said Ms. Conway-Martin.

SPECIAL EVENTS

The intergenerational coordinator described the Artisan Days as special events for all involved.

"In Mt. Stewart, most of the kids recognized all the people involved and said they would go and visit them. Intergenerational programs are an ongoing catalyst working to keep this spirit alive among children and elders."

Ms. Conway-Martin said the children were curious about the crafts on display.

"They were enthralled. They were literally spellbound."

MARGARET BERNARD, of the Minegoo Arts and Crafts Society displays the art of making baskets to students at Mt. Stewart consolidated school during recent Artisan Days activities at the school.

She said it is important to keep the arts alive among the younger generation.

"We like to keep the arts alive. For our own healthy lifestyle it is always good to have a strong creative outlet. We want the kids to go to those activities instead of passive activities like watching television and VCRs."

Creativity is an important asset for a positive way of living for all ages, she said, noting the elders participating in the Mt. Stewart Artisan Days felt gratified that people were interested in their hobbies and pursuits.

"There was a sense of pride in sharing what they had to offer and the kids enhanced that pride. All you have to do is put the two generations together and you can see them encouraging each other."

COMMUNICATION IMPORTANT

Ms. Conway-Martin said the seeds of communication between children and the elderly are already there, but programs, such as Artisan Days, are important to keep them growing.

"Sometimes we can forget that we need each other's support and companionship. We certainly hope that more events like this will take place."

She said such events are never just one day activities.

"They have an impact which lasts. The elders feel really confirmed they have have something to contribute and the kids get exposed to some wonderful ways to use their time."

Artisan Day at Cardigan consolidated included a wide variety of crafts.

"It is very easy to get people to participate and these are skilled people. People are really happy to contribute if they are welcomed into the school."

SPECIAL MEANING

The events hold a special meaning for Ms. Conway-Martin.

"I leave with a lot of warm thoughts and feelings. It is such a celebration because all the groups want to share their ideas."

Peter Rankin, principal of Mt. Stewart consolidated school agreed the event was a very successful school activity.

"It was super. The interaction with the seniors and kids was super."

He said the children showed an interest in what the elders had to say and the school plans to hold a similar event next year.

A spokesman for Cardigan consolidated school also described the event as a success and noted the students were eager to ask questions concerning the arts involved.

Unit One schools hold Artisan Days

BY DARLENE SHEA

Artisan Days were held in both Unit One Junior High Schools on Friday and Monday, when local craftspeople came in to set up displays for the students.

Through this project, the Hernewood and Callaghan students had a chance to view a variety of handcrafts and art forms created by older members of the community.

Artisan Day is just one project in the Educational Programs on Aging, noted Eileen Conway-Martin of Health and Social Services, who is co-ordinator of the programs. As the co-ordinator, she works closely with the teaching staff of Island schools interested in intergenerational projects such as this. "The program is directly tied in with the curriculum of the school", as the school staff decide on the type of program, she added.

Callaghan Junior High Principal Russell Gallant noted that the school's first Artisan Day was an extension to the family living classes taught by Janet Hackett and Cecilia McRae. The two teachers helped organize the craft display which included paintings, crocheting, knitting, homemade costumes, and quilting.

One of the local organisers, Almeda Perry noted that this type of program presents an opportunity to learn a bit about the traditional methods of art, crafts, cooking, and other aspects of the community, which the students may not otherwise have.

Ms Conway-Martin pointed out some of the goals behind this type of project, noting that first of all, it helps to improve attitudes and knowledge about the aging people in the community. It establishes more respect for the older people and their work. One of the central components of the project is to bring together the community and the school. "Unit One much believes in this concept of the school being part of the community," she added.

These intergenerational projects also help the young people to develop healthy attitudes about their own aging process. Here, the younger people see older residents who are still creative, lively and very active in the community, noted the co-ordinator.

"It helps them see how aging can be a positive event." The program attempts to present aging as "a method of substitution", where every age group has a valuable resource, which is substituted throughout life.

Ms Conway-Martin noted that the overall objective of the project is "the celebration of people through life's cycle."

She indicated that this Artisan Day also presented a French Immersion experience too, as many of the crafts people involved are French speaking.

In summary, she noted that these intergenerational programs are educational in that they expose the students to various forms of art, enhance positive attitudes on aging, and provide experience in hearing and speaking French.

She believes that the students benefit from a combination of book knowledge and what they learn from people and life in the community. Ms Conway-Martin felt that school really should be a preparation for one's "whole life." Therefore, "students are encouraged to use their potential throughout their whole life," she added.

Other intergenarational projects in Unit One were also carried out this year in both the O'Leary and Alberton Elementary schools.

These Educational Programs on Aging projects are a two to three-year federally funded program, with funds made available through the Health Promotion Directorate of Health and Welfare Canada to the provincial Department of Health and Social Services.

Attentive

Milton Keough, a blacksmith from Tignish, stole the show at the Artisan Day at Callaghan Junior High, as these grade seven students gather around to listen to his stories about shoeing horses.

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Vol. 6, No. 27, Wednesday, April 16, 1986 Alberton, P.E.I. 50¢

Receive national recognition

Students produce history book

BY DARLENE SHEA

A special project undertaken by nine students at the O'Leary Elementary School will result in the publication of a history on the West Point community. "My Home - West Point" will be printed in June and plans are for an official launching during the West Point Lighthouse Days festival in July.

The history's cover has just been completed by John Fisher's class at Westisle Composite High. Although the cover was designed by the high school students, the symbols of the lighthouse, seagull, and sunset were chosen by the student authors as the things that remind them most of West Point.

The idea for the history project stemmed from a Heritage Day activity at the local school last year. Margaret Ellis, a former West Point resident and public health nurse within the area, was invited to speak to Audrey MacDonald's class. With her interesting tales of life in West Point years ago and of the families who made the community, Ms Ellis raised the curiosity of the children and the teacher.

Ms MacDonald asked each of the nine students from West Point, who had joined her class for the presentation, to compile a family tree. "They did fine jobs of their projects," said the teacher, noting that the students traced back through eight generations to the first settlers, who consisted mainly of the Smiths, Stewarts and MacDonalds.

Eilieen Conway-Martin, co-ordinator for the educational programs on Aging Intergenerational Project of the Health Promotion Directorate, decided to submit the students' project to the P.E.I. Museum and Heritage Foundation. As a result, the students were presented with a special Heritage Awareness Award for compiling their family history. Ms Conway-Martin noted that the West Point children, "created a whole new category" among the Island Heritage awards, which is now available to all Island children.

"Their project has also received national recognition," she noted, as P.E.I. was picked to pilot a number of Health and Welfare Canada's intergenerational programs across Canada with the local student's history as a program model.

She also e-pressed her enthusiasm for the project which she feels instilled in the students a pride for their community. This pride was passed on from members of another generation, Margaret Ellis and Daisy Scott, who were sources of information for the students' work.

Ms Scott said she was proud of the students for their work in creating the book as she feels that "many children today have lost touch with their relatives and their beginnings."

Alden Weeks, principal at the O'Leary school, is also pleased with the project, as it allowed the students "to use their research skills in different ways," by interviewing their families and neighbors rather than looking up facts in books. "Their skills of writing and organizing material were also put into pratice."

Discuss cover design

Here, Andrey MacDonald, teaching staff advisor, Daisy (Stewart) Scott, one of the local contributers of information, Elleen Conway-Martin from the Intergenerational program of Health and Social Services, and Alden Weeks, O'Leary school principal, look over the cover design and material for the book, "My Home - West Point".

Guardian 1-2-86

Project Helps Bridge Generation Gap

SUMMERSIDE — It may be just a beginning, but school, manor and government officials agree a 15-minute video and publication launched at the Wedgewood Manor here this week is a step towards bridging the inter-generation gap.

"Today is truly a celebration," said Eileen Conway-Martin, coordinator of Intergenerational Programs for the P.E.I. Department of Health and Social Services. "This project symbolizes the relationship between young and old, and that people are meant to live in harmony with one another."

Through a series of interviews with nine residents of the manor, 16 students from Three Oaks senior high school learned what it was like to be a teenager 60 or 70 years ago.

From The Past — For The Future was officially launched by Albert Fogarty, minister of health and social services, and dedicated to the memory of the late Mildred Callbeck.

"From her, I learned people were put on earth to do something and that your life isn't worth much if you don't have goals," said Steven Doyle, the student who interviewed the late Mrs. Callbeck. "When she died, she donated herself to science ... that's like Mildred—giving something of herself just as long as she knew it would help someone else."

Susan England, a teacher from Three Oaks who selected a class to participate in the project, said several students have matured in their social skills as a result of the project and for a couple of students, this positive experience may lead to a career in the geriatrical field.

"I will always remember the fall of '85 as one of the most memorable and enjoyable in my teaching career," she said.

Wendell Cameron, project director, noted From The Past—For The Future was an intergenerational project sponsored by Wedgewood Manor Youth Corps, Secretary of State grant for International Year of the Youth in cooperation with the P.E.I. Intergenerational project, with funding by the Health Promotion Directorate.

While the project was designed to help young people mix socially with some of the residents of the manor, Mr. Cameron said he was uncertain about the reaction the residents would have toward the project.

"I soon found that very close friendships were developing between the students and the residents," he said. "It was very rewarding for me to see the younger people meeting with the older people."

The welcome offered to the young people by their seniors at the manor was mentioned in comments from the students and for one, the entire project was an eye-opening experience.

"When I was first introduced to the senior citizens, I was a bit nervous," Lori Champion said. "It was then I realized that senior citizens are just like me, only older."

Students And Seniors Receive Food Advice

A unique approach to "nutrition enjoyment" involving students, seniors, food nutritionalists and the Department of Health and Social Services was organized recently at Stonepark Junior High school.

Entitled Nutrition Enjoyment between the Generations, the project's goal was to "enjoy the learning experiences between generations" while becoming more familiar with "healthy nutrition and its' relationship to a healthy lifestyle," says Eileen Conway-Martin, educational specialist (Intergenerational programs) with the Department of Health and Social Services.

Ms. Conway-Martin worked closely with Jo-Anne Simmonds, a Dalhousie university student, on the nutrition program.

Seniors from the Lions' Crescent seniors complex and Stonepark students took part in the six sessions, which included menu planning, food preparation and a final banquet for seniors, students and invited guests.

Both women were assisted in the co-ordination of the project by Angus MacLeod, principal of Stonepark; Colleen Rogerson, an instructor; and three Beaver Foods employees, Tim Collins, operational supervisor; Joan Jardine, food supervisor, and Collette Kavanagh, regional nutritionist.

Beaver Foods supplies cafeteria foodstuffs to seven schools in Prince Edward Island, some in Nova Scotia and over 60 schools New Brunswick as well as across Canada.

"We hope the program, which is designed to be a lot of fun using a lighthearted approach to food and eating, will help educate younger and older people about making good nutritional choices in their meals," Ms Kavanagh said.

She noted that the program also addresses specific needs such as exercise for the young and old; taking time to eat a nutritious and balanced diet; and the socializing aspect of meal time.

"We will discuss the old tea-and-toast habit where many people don't bother to prepare a balanced meal if they are eating alone. We will demonstrate some foods which don't take any longer to prepare and are nutritious as well."

The company has developed a new nutritionally-balanced meal called the Four-Plus program.

"The four-plus program, which supplies food from the four basic food groups outlined in Canada's national food guide, also helps kids realize they can choose nutritional foods that taste good and that they want to eat."

She noted that a fallacy about nutritional foods is that it costs more than 'junk food'.

"One of our four part meals, which includes one serving each of meat, milk, salad and a dessert costs only $1.60. One order of french fries can often cost almost that much."

Teaching techniques used in the nutrition sessions range from skits and games using trivial pursuit questions to needs assessments.

GUARDIAN NOV. 12, 1985

Seminar Supports Island Women

WESTISLE - There were over 70 West Prince ladies out to Women's Network Seminar on 'Looking In and Reaching Out,' beld at Westisle recently.

Women's Network is an organization aimed at strengthening and supporting the efforts of women on the Island to improve their status and society. They work closely with other groups and put the seminar on at Westisle in cooperation with West Prince Women's Institutes and Women in Support of Agriculture.

Dianne Morrow, Project Coordinator of Women's Network, explained the objectives of their group to the opening session of the seminar.

Eileen Conway Martin, Intergenerational Program Coordinator, chaired a panel on the question, "What is the Family Anyway."

Panel members were Elaine Burrows, a teacher at Westisle, Jeanette Doucette, a student at Westisle, Thelma Sweet, a single parent, and Cathy Farrow.

The panel members each gave their answers to the questions - 'What is Family, What the Personal Advantages of a Family, What is Good About it and How Can we Create a Greater Sense of Family in our Community.

The Chairperson said that by creating a greater sense of family in the community, we can make a better caring community. The seminar started at 4:00 p.m. and a number of displays were available to be seen.

Following a supper, the evening offered three workshops. One session was called, Caring for Family Members Who Have Special Needs and the panelists included Pat Robertson, Marlene Bolger, Betty Jeffrey and Wanda Adams.

Beth Percival led an evening session on "Marriage: Is It a Health Hazard?" another workshop was on financial planning, "What Every Woman Should Know" with Paula Foley and Heather Orford.

The final session of the evening was called "Families Looking In and Reaching Out." This considered present attitudes about the family and explored practical and positive ways to help one's family florish.

Cathy Farrow,LEFT, Thelma Sweet, Eileen Conway Martin (Chairperson), Jeanette Doucette and Elaine Burrows were the members of a panel discussing the question, "What is Family Anyway," during the Women's Network Seminar held at Westisle Monday (Nov. 4). Over 70 West Prince women attended the session.

8—The Guardian, Charlottetown, Thur., Oct. 24, 1985

The intergenerational program "The Venerables" is an opportunity for all to identify the knowledge and respect of senior citizens. FROM LEFT FRONT ROW Eileen Conway-Martin, organizer for "Skits on Aging"; Bille Weale, performer; Leona Bagnall, Minister of Education; Lynn Deschamps, performer; Barbara MacNutt, chairman of Unit 3 School-board; BACK FROM LEFT Albert Gallant, President of te star of the sea seniors; Tom Wilkinson, principal of Stella Maris School; and Ron Irving, director of the Island Community Theatre.

Students Enjoy Venerables Presentation

By Kim Gallant

The Premiere performance of "The Venerables" was presented on October 1st to junior high students and members of the "Star of the Sea" Senior Citizens at the Stella Maris School.

"The Venerables" is a company of 10 performers, most of whom are seniors who have been professionally directed to devise an entertaining and meaningful performance of original dramatic scenes and monologues. The show was initially developed for presentation at the Atlantic Conference on Aging which was held in June of 84.

The themes of "The Venerables" cover such topics as loneliness, changing relationships, family and health conditions that exist as a resultof being old in the present society. However, humour and warmth as well as music and singing are also added.

If you liked "Anne of Green Gables" you are sure to enjoy "The Venerables." Skits on aging performances will be presented Island wide to seniors within manors and senior complexes along with students from the junior and senior high levels.

The Educational Programs on Aging Project is a 2-3 year federally funded program designed to provide educational opportunities about aging and the elderly. Funds were made possible through a Horizon Canada grant from Health and Welfare Canada.

Seniors and youth

Program seeks sharing

BY DEBBIE HORNE

"We have seen the aging and it is us."

This quote from a cartoon aptly describes a situation in life that is troubling for many. In 1980, several findings revealed in a study on Atlantic Canada's Elderly, caught the attention of professionals in health and educational fields.

Apparent from the investigation was an overall fear of aging and this, coupled with the fact that the population of Canada, in particular the Maritimes, is an aging one, was the basis for Intergenerational Programs being initiated.

There was also a realization that society loses a great deal when the resources and skills of senior citizens are not utliized.

This year, the O'Leary Elementary School will be the first in Unit One to start an educational program on aging for both young and old in the community. School principal Alden Weeks said he looks forward to the prospect of having more senior citizen involvement in the schools and he sees this as a positive step to instill healthy attitudes about aging among the students.

"Kids are losing touch with the older and often wise influence of senior people who have a lot of experience to share. The perceptions and attitudes young people have about older people is...retired and not active. I think it would be nice to see them get to know these older people," Mr. Weeks said.

There are other spin off effects

Services, Mr. Weeks was impressed enough to call another meeting, this time with the teachers involved. "We had excellent response from the teachers," he said.

Eileen Conway-Martin is responsible for developing the Intergenerational Programs and at present she is working in Unit 1 and 3. In the two-and-a-half year life of the program, she will be acting as catalyst in the community.

"Healthy aging often comes from good feelings inside and the opportunity to utilize life," Ms Conway-Martin said. "Sometimes people just have to be welcomed."

The main reason and ultimate result of intergrating people is a celebration of the gifts each can offer, she explained. "They have a lot of differences but they also have a lot in common. Older people have a sense of history and a sense of rootedness in the way they see an event. Young people can't help but get something from this and they soon learn the com- from such a program other than the benefits the students will gain. It will help the elderly feel useful and it will make them feel welcome in the school, something the Unit has been encouraging.

When Dr. Tom Hall, Unit One School Board Superintendent, first heard about the educational programs on aging, he approached Mr. Weeks to see if he would be willing to commit the school for the program.

After meeting with Frances Percy and Janet Yule from the Department of Health and Social

monalties of each."

Ms Conway-Martin likes to start from scratch by getting to know the communities. "I come up (from Charlottetown) to explore people's ideas of the intergenerational programs.

"It's a community program and I want to know the community. I have to learn what works best in each. I'm a bridge between the school and the communities themselves."

Her involvement in this area has been gratifying so far. "There's a real spirit in Unit One to live out a full life and involve all generations. It's an excellent area to begin such a project."

The main groups to be touched by the program is the young and the elderly, however, the involvement of other people, the teachers and families, will add to its success as well.

Ms Conway-Martin works with a team from the area who help in the recruitment of seniors willing to get involved. Workshops and seminars on aging awareness are held for the young people and for the seniors through their local clubs.

Slides, movies and information are presented in the classroom to get the students thinking and the seniors are encouraged to take part in leadership roles.

"Maybe not everyone will want to get involved but my experience is that many do want to be welcomed back into the community," Ms Conway-Martin observed. "I think we should take the risk and ask."

She pointed out that there are many things the senior citizens of the area can share with the young. They are living histories and can tell tales of the past as they affect the present. They can pass on folklore and craft skills that may have been forgotten.

The seniors involved in the program are resource people for the classroom in many cases but there is also an opportunity to help individual children, in a one-on-one relationship. →

"This never even comes close to

New idea

An Educational Program on Aging has been started at O'Leary Elementary School. Students, teachers and senior citizens from the area are involved in this effort to share across the generations. Here, Connie MacDonald, Charles Gorrill, Walter Bernard, Joshua Boulter, Patrick Sharpe and coordinator of the program, Elleen Conway Martin discuss the new initiative.

replacing a teacher or teacher's aid," Ms Conway-Martin stressed. "The seniors never work on the professional capacity at all. They are extra resource people to provide extra resources in the classroom." They are rounding out the lessons already outlined in the curriculum.

Mr. Weeks feels that this extra bank of human resources will be helpful in the classroom. "We are looking at the possibility of having these people come in to talk to the students or demonstrate some aspect of life or some craft. We are trying to make it meaningful to go along with the regular curriculum."

The teachers have been involved since the initial planning of the program and it is up to each teacher to indicate his or her nee

There may be instances where an older person will agree to read to the children in a more scheduled routine. They hope some of the seniors will volunteer to help the learning disabled through their attention and friendly support.

One child at the school is presently being taught sign language as a means of communication. By having him teach someone else his movements, Mr. Weeks is hoping to see an improvement in his communication skills. A senior volunteer would be most helpful in this case.

"The important thing is we want interaction. We really want exposure of the kids to the senior citizens," Mr. Weeks said.

Specifically in the O'Leary School, many of the seniors who have been approached by Ms Conway-Martin have expressed an interest in crafts. There may be others who will play the fiddle for an Island history or music lesson.

Mr. Weeks described a Christmas exchange - where the students invited the senior citizens to their regular Christmas party - as very successful and they are presently planning an event during the Winter Carnival between February 11 and 14 which will involve senior citizens in some way. They will also be invited to attend the various activities planned that week.

Meanwhile, Ms Conway-Martin is preparing the students at the school through the educational program on aging so they will be more open to the senior volunteers they will be meeting in the months to come.

"It's fascinating work. I have the opportunity to experience a lot of people's lives through their stories and find out how they became who they are. I would wish that for other people,' she said.

In the final phase of involvement in the program, Ms Conway-Martin will be evaluating it to see if the interaction enhanced a positive attitude on aging and if it helped in the education process.

Ms Conway-Martin encourages questions and comments on the program and she is available to speak with any group or organization in the weeks and months ahead.

Alberton Elementary School is presently working on the details to get a similiar program started there.

SYSTEMS

PERSONAL PROFILE

Name: ______________________________

Address: ______________________________

Telephone: ______________________________

1. Some of the most enjoyable activities I am involved in are ...

   individually:

   in a group:

2. Other personal interests or hobbies I have are ...

3. Over the years, I've been involved in ...

   organizations:

   occupations:

4. When I think of myself enjoying children, I imagine myself ... (describe activities, etc.)

5. I enjoy spending time with children ...

   ☐ on a one-to-one basis
   ☐ small group basis
   ☐ large group basis
   ☐ in a playground area
   ☐ in a classroom
   ☐ in other places with a school
   i.e., ______________
   ☐ in other community settings
   i.e., ______________

6. The time I would like to offer would be ...

   ☐ once a week
   ☐ mornings
   ☐ twice a week
   ☐ afternoons
   ☐ other

7. In the future, I would like ...

   ☐ more program information
   ☐ another time to discuss the program individually with Ed. Specialist
   ☐ the Ed. Specialist to speak to an organization of which I belong,
   i.e., ______________________________
   ☐ other

8. Other personal considerations ... transportation, etc.

THANK YOU,

Eileen Conway-Martin
Education Specialist
INTERGENERATIONAL PROGRAMS

ACTION AGREEMENT

ACTION	WHO'S RESPONSIBLE			
	OLDER VOLUNTEER	**EDUCATION SPECIALIST**	**SCHOOL**	**OTHER (Persons/Agencies)**
I. **Introduction of intergenerational program idea**	**Planning Process:** Team development of proposal and final program plan.			
	Discussed with Ed. Specialist the intergenerational program.	Recruitment of older volunteers.		
II. **Program initiation**	**Initial Planning Session**			
		Ed. Specialist notifies school of interested volunteers and time commitments.	Gives the Ed. Specialist a general idea of student needs.	
	Personal Matching			
	Volunteers agree on matchings, tasks, and necessary commitments.	Ed. Specialist introduces volunteer to Special Ed. teacher.	Special Ed. teacher becomes familiar	
	Volunteer Orientation			
	Volunteers offer personal expectations, ideas, and questions about intergenerational programs.	Ed. Specialist explains EPA Project to volunteers and others (as needed).	School--through separate or joint orientations. Explains role of school and job assignments. School organizes orientation for families within school, ie, Home and School	Sharing of particular expertise, ie, Margaret Ann Coles, ACLD, regarding situation of child with learning difficulty, ie, uniqueness of learning style.

ACTION	WHO IS RESPONSIBLE			
	OLDER VOLUNTEER	EDUCATION SPECIALIST	SCHOOL	OTHER (Persons/Agencies)
III. Program development	Volunteers continue to offer ideas and insights on a one-to-basis with Ed. Specialist and teacher and within bi-weekly group session with Ed. Specialist and others (as requested). Agree to new pupil assignments.	Offers support and group discussion/ educational learning experience for volunteers. Offers consultation to school personnel, families, etc. Pupil re-assignments suggested (if necessary).	Teacher is direct supervisor of seniors; other personnel may also offer supervision. Pupil re-assignments suggested (if necessary).	Periodic participation in educational learning experience for volunteers, families, and other school personnel.
IV. Program evaluation	Volunteers respond through group feed-back sessions and individual consultations/ evaluations with Ed. Specialist and others as deemed appropriate.	Assists in developing evaluation. Administers/distributes evaluation to students, volunteers, school personnel involved and families.	Completes evaluation, offering comments for future success.	Completes evaluation offering comments for future success.

Appreciation Planning for Volunteers

Final critique, group discussion session, plan for next year.

FURTHER COMMENTS: (Timelines, etc.)

	Eileen Conway-Martin Education Specialist		
DATE:	DATE:	DATE:	DATE:

ATTITUDE QUIZZES

ATTITUDE QUIZ

True or False?

1. Older adults have a great time with life. T/F

2. Teenagers and elders have a lot in common. T/F

3. Physically, elders cannot be all that active, i.e., involved in snowmobiling, etc. T/F

4. Intelligence doesn't change much with increasing age. T/F

5. The differences between teenagers and elders don't really get in the way of friendship for the most part. T/F

FACTS ON AGING: A Short Quiz*

(Circle one)

T F 1. The majority of elderly people (past age 65) are senile (i.e., defective memory, disoriented, or demented).

T F 2. All 5 senses tend to decline in old age.

T F 3. Most elderly people have no interest in, or capacity for, sexual relations.

T F 4. Lung capacity tends to decline in old age.

T F 5. The majority of elderly people feel miserable most of the time.

T F 6. Physical strength tends to decline in old age.

T F 7. At least 1/10 of the elderly are living in long-stay institutions (i.e., nursing homes, mental hospitals, homes for the aged, etc.)

T F 8. Drivers over 65 have fewer accidents per person than drivers under 65.

T F 9. Most older workers cannot work as effectively as younger workers.

T F 10. About 80% of the elderly are healthy enough to carry out their normal activities.

T F 11. Most elderly people are set in their ways and adapt poorly to change.

T F 12. Elderly people usually take longer to learn something new.

T F 13. More older persons (over 65) have chronic illnesses that limit their activity than younger persons.

T F 14. The life expectancy of men at age 65 is about the same as womens.

T F 15. The majority of old people are bored.

T F 16. The majority of old people are socially isolated and lonely.

T F 17. The aged have higher rates of criminal victimization than persons under 65.

T F 18. Over 50% of the Canadian population are now age 65 or over.

T F 19. Most health care workers tend to give low priority to the elderly.

T F 20. The majority of old people are working or would like to have some kind of work to do (including housework and volunteer work).

T F 21. Older people tend to become more religious as they age.

T F 22. The majority of old people are often irritated or angry.

T F 23. The health and socioeconomic status of older people today is probably the same as it was twenty years ago.

T F 24. When the last child leaves home, the majority of parents have serious problems adjusting to their empty nest.

T F 25. The proportion widowed is decreasing among the aged.

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*Revised from:

Palmore, Erdman, "Facts on Aging: A Short Quiz," The Gerontologist Vol. 17(4) (August 1977), pp. 315-320, and Vol. 21(4) (June 1981) pp. 431-432.

"DOCUMENTATION"

1. The majority of old people are not senile (i.e., defective memory, disoriented, or demented). Only about 2 or 3% of persons age 65 or over are institutionalized as a result of psychiatric illness (Busse & Pfeiffer, 1977). A series of eight community surveys found the prevalence of psychosis (of all types) to range from 4 to 8% (Riley & Foner, 1968). Thus, all the evidence indicates that there are less than 10% of the aged who are disoriented or demented. It is more difficult to get accurate estimates of the proportion with defective memories, partly because of the different types of memory defects and different methods of measuring it. However, most studies agree that there is little or no decline with age in short-term memory storage capacity (using the digit span test). Four studies did find large age differences in free recall of words, but two of them found no age differences in recognition of words in a list (Woodruff & Birren, 1975). As for long-term memory, various community surveys have found less than 20% of the aged who cannot remember such things as the past President of the United States, their correct age, birth date, telephone number, mother's maiden name, address, or the alphabet (Botwinick, 1976; Pfeiffer, 1975). Thus, it is clear that the majority of aged do not have such serious memory defects.

2. All five senses do tend to decline in old age. Most studies agree that various aspects of vision, hearing and touch tend to decline in old age. Some studies of taste and smell have not found a significant decline, but the best evidence indicates increases in taste and smell threshholds with age (Riley & Foner, 1968). Studies of structural atrophy in the tongue and nose with old age support the experimental evidence of decline in taste and smell (Birren, 1959).

3. The majority of persons past age 65 continue to have both interest in, and capacity for, sexual relations. Masters and Johnson (1966) found that the capacity for satisfying sexual relations continues into the decades of the 70's and 80's for healthy couples. The Duke Longitudinal Studies found that sex continues to play an important role in the lives of most men and the majority of women through the seventh decade of life (Palmore, 1974).

4. Lung capacity does tend to decline in old age. Both vital lung capacity (the volume of air that can be forcibly expelled in one breath) and maximum breathing capacity (the volume of air that can be moved in and out of the lungs in 15 seconds)declines on the average from age 30 onward (Shock, 1962).

5. The majority of old people do not feel miserable most of the time. Studies of happiness, morale, and life satisfaction either find no significant difference by age groups or find about one-fifth to one-third of the aged score "low" on various happiness or morale scales (Riley & Foner, 1968). A recent national survey found that less than a fourth of persons 65 or over reported that "This is the dreariest time of my life"; while a majority said "I am just as happy as when I was younger" (Harris, 1975).

6. Physical strength does tend to decline in old age. Studies of various kinds of muscular strength show declines in old age compared to young adulthood of 15 to 46% (Birren, 1959).

7. Only 4.8% of persons 65 or over were residents of any long-stay institutions in 1970 (U.S. Census, 1970). Even among those age 75 or over only 9.2% were residents in institutions.

8. Drivers over age 65 do have fewer accidents per person than drivers under age 65. Older drivers have about the same accident rate per person as middle-aged drivers, but a much lower rate than drivers under age 30 (National Safety Council, 1976). Older drivers tend to drive less miles per year and apparently tend to compensate for any declines in perception and reaction speed by driving more carefully.

9. The majority of older workers can work as effectively as younger workers. Despite declines in perception and reaction speed under laboratory conditions among the general aged population, studies of older workers (the 12% who are able to continue employment) under actual working conditions generally show that they perform as well as young workers, if not better than younger workers, on most measures.

   Older workers have fewer accidents than younger workers. Most studies agree this is true. For example, a study of 18,000 workers in manufacturing plants found that workers beyond age 65 have about one-half the rate of nondisabling injuries as those under 65, and older workers have substantially lower rates of disabling injuries (Kossoris, 1948).

   When speed of reaction is important, older workers sometimes produce at lower rates, but they are at least as accurate and steady in their work as younger workers. Consistency of output tends to increase by age, as older workers perform at steadier rates from week to week than younger workers do. In addition, older workers have less job turnover, less accidents, and less absenteeism than younger workers (Riley & Foner, 1968).

10. About 80% of the aged are healthy enough to engage in their normal activities. About 5% of those over age 65 are institutionalized and another 15% among the noninstitutionalized say they are unable to engage in their major activity (such as work or housework) because of chronic conditions. This leaves 80% who are able to engage in their major activity (National Center for Health Statistics, 1974).

11. The majority of old people are not "set in their ways and unable to change". There is some evidence that older people tend to become more stable in their attitudes, but it is clear that most older people do change and adapt to the many major events that occur in old age such as retirement, children leaving home, widowhood, moving to new homes, and serious illness. Their political and social attitudes also tend to shift with those of the rest of society, although at a somewhat slower rate than for younger people (Cutler & Kaufman, 1975; Glenn & Hefner, 1972).

    Most old people are not pretty much alike. There appears to be at least as much difference between older people as there is at any age level; there are the rich and poor, happy and sad, healthy and sick, high and low intelligence, etc. In fact, some evidence indicates that as people age they tend to become less alike and more heterogeneous on many dimensions (Maddox & Douglas, 1974).

12. Old people usually take longer to learn something new. Experiments have consistently shown that older people take longer than younger people to learn new material (Botwinick 1967). Studies of on-the-job trainees also show that older workers tend to take somewhat longer to learn new jobs (Riley & Foner, 1968).

    But, it is not impossible for most old people to learn new things. The same studies (cited above) also show that most older persons can eventually learn new things about as well as younger persons, if given enough time and repetitions of the material to be learned.

13. More persons over 65 have chronic illnesses that limit their activity (43%) than younger persons (10%). The discrepancy is even greater for the percentage with chronic illnesses that limit their major activity: 37% of those over 65 compared to only 7% of those under 65 (National Center for Health Statistics, 1978).

    On the other hand, older persons have less acute illnesses than younger persons: there are 102 acute illnesses per 100 persons over age 65 per year, compared to 230 for persons under 65 (National Ctr. for Health Statistics, 1978). Thus, the higher rate of chronic illnesses among the aged is partially offset by the lower rate of acute illnesses.

Furthermore, older persons have less injuries in the home than younger persons: 12.5 per 100 persons over 65 per year compared to 14 for persons under 65 (National Ctr. for Health Statistics, 1978). The injury rate is especially high for children under 6: 26 per 100.

14. The life expectancy of men at age 65 continues to be substantially less than that of women, just as it is at all ages. In 1978, the life expectancy of men at age 65 was 14 years while that of women was 18.4 years. Thus, women at that age can expect to live 4.4 years more than men (National Ctr. for Health Statistics, 1980).

There are not just two widows for each widower. Instead there are over five times as many widows as widowers among the aged. In 1978 there were about 6,917,000 widows 65 and over compared to 1,300,000 widowers 65 and over (U.S. Bureau of Census, 1979).

15. The majority of old people are seldom bored. Only 17% of persons 65 or over say "not enough to do to keep busy" is a "somewhat serious" or "very serious" problem (Harris, 1975). Another survey found that two-thirds of the aged said they were never or hardly ever bored (Dean, 1962). The Duke Adaptation Study found that 87% of those 65 or over said they were never bored in the past week.

16. The majority of old people are not socially isolated and lonely. About two-thirds of the aged say they are never or hardly ever lonely (Dean, 1962), or say that loneliness is not a serious problem (Harris, 1975). Most older persons have close relatives within easy visiting distance and contacts between them are relatively frequent (Binstock & Shanas, 1976). About half say they "spend a lot of time" socializing with friends (Harris, 1975). About three-fourths of the aged are members of a church or synagogue (Erskine, 1964), and about half attend services at least three times per month (Catholic Digest, 1966). Over half belong to other voluntary organizations (Hausknecht, 1962). Thus, between visits with relatives and friends and participation in church and other voluntary organizations, the majority of old people are far from socially isolated.

17. The aged actually have lower rates of criminal victimization than those under 65. Persons over 65 have substantially lower victimization rates in nearly all categories of personal crime: rape, robbery, assault, and personal theft (U.S. Dept. of Justice, 1977). The only category in which the rate for older persons is even equal that of younger persons is "personal larceny with contact" (which includes purse-snatching and pick-pocketing) and this category accounts for less than 3% of all personal crimes. When all personal crimes are added together, persons over 65 have a victimization rate that is less than one-fourth that of all persons over age 12 (31 per 1,000 compared to 128 per 1,000).

The aged are more fearful of crime, despite their lower rates of victimization. In a nationally representative survey, 23% of those over 65 said that fear of crime was a "very serious problem" for them compared to 15% of those 18-64 (Harris, 1975). Another national survey found that 51% of those 65 and over compared to 41% of those under 65 answered "yes" to the question. "Is there any area right around here where you would be afraid to walk alone at night?" (Clemente & Kleinman, 1976). Women, Blacks, and metropolitan aged have especially high proportions fearful of crime. This greater fear of crime among the aged may be one reason their actual victimization rate is lower.

The aged are the most law abiding of all adult groups regardless of how it is measured. For example, persons over 65 have about one-tenth their expected arrest rate for all offenses (arrests of persons 65+ are 1.2% of the total arrests) and about one-twentieth their expected rate for felony offenses (65+ are .5% of the total) (Federal Bureau of Investigation, 1974). Similarly, persons over 65 are incarcerated in prisons and jails at about one-tenth their expected rate (65+ are 1.3% of all prisoners) (U.S. Bureau of Census, 1973).

18. Only 10.3% of the population were age 65 or over in 1975 (U. S. Statistics) and this will probably not increase to more than 12% by the year 2000, even if completed fertility drops to zero population growth levels (Current Population Survey, 1975). Canada 1976 Statistics 8.7% over 65. P.E.I. 1976 Statistics 11.2% over 65.

19. Most medical practioners tend to give low priority to the aged. A series of 12 empirical studies all found that most medical students and doctors, nursing students and nurses, occupational therapy students, psychiatry clinic personnel, and social workers tend to believe the negative stereotypes about the aged and prefer to work with children or younger adults rather than with the aged. Few specialize, or are interested in specializing, in geriatrics (Brown, 1967; Campbell, 1971; Coe, 1967; Cyrus-Lutz & Gaitz, 1972; DeLora & Moses, 1969; Gale & Livesley, 1974; Garfinkel, 1975; Gunter, 1971; Miller, Lowenstein & Winston, 1976; Mills, 1972; Spence & Feigenbaum, 1968).

20. Over three-fourths of old people are working or would like to have some kind of work to do (including housework and volunteer work). There are about 12% of persons 65 or over who are employed, 21% who are retired but say they would like to be employed, 17% who work as housewives, 19% who are not employed but do volunteer work, and another 9% who are not employed and not doing volunteer work but would like to do volunteer work (Harris, 1975). These percentages total to 78%.

21. Older people do not tend to become more religious as they age. While it is true that the present generation of older persons tend to be more religious than the younger generations, this appears to be a generational difference (rather than an aging effect) due to the older persons' more religious upbringing. In other words, the present older generation has been more religious all their lives rather than becoming more religious as they aged. Longitudinal studies have found no increase in the average religious interest, religious satisfaction, nor religious activities among older people as they age (Blazer & Palmore, 1976).

22. The majority of old people are seldom irritated or angry. The Kansas City Study found that over one-half the aged said they are never or hardly ever irritated and this proportion increases to two-thirds at age 80 or over. About three-fourths said they are never or hardly ever angry (Dean, 1962). The Duke Adaptation Study found that 90% of persons over age 65 said they were never angry during the past week.

23. The health and socioeconomic status of older people (compared to younger people) in the year 2000 will probably be much higher than now. Measures of health, income, occupation, and education among older people are all rising in comparison to those of younger people. By the year 2000, the gaps between older and younger persons in these dimensions will probably be substantially less (Palmore, 1976).

24. When the last child leaves home, the majority of parents do not have serious problems adjusting to their "empty nest". Glenn (1975) concluded from his study that the last child leaving home does not typically have an enduring negative effect. Our longitudinal study also found no lasting negative effects of the last child leaving home, and instead found two significant positive effects: life satisfaction and happiness both increased significantly after the last child left home (Palmore et al., 1979).

25. The proportion widowed is decreasing among the aged because of decreasing mortality rates. In 1950, 40.1% of those 65 or over were widowed; in 1960, 37.2%; and in 1978, 36.6% were widowed (U.S. Bureau of Census, 1979). Apparently, increasing longevity increases the average age at widowhood and thus increases the proportion of years beyond age 65 in which the couple survives as a couple.

Revised from
THE GERONTOLOGIST ....
Vol. 17, No. 4, AUGUST 1977
Vol. 21, No. 4, AUGUST 1981

AWARENESS EXERCISE

PLACE: ______________________

DATE: ______________________

1. I feel comfortable being with people who -	VERY MUCH SO	FOR THE MOST PART	SOMEWHAT	NOT REALLY
- are older than me				
- are younger than me				
Comments:				
2. I have friendships with people of a different age - - within my work life				
- within my family life (not nuclear family)				
- within my free time				
Comments:				
3. I expect most people who are younger than me to value my personality and expertise				
Comments:				
4. I expect most people who are older than me to value my personality and expertise				
Comments:				
5. Where do you see the value of intergenerational communication? (ie family life, decision making within health institutions, work settings, etc.)				
Comments:				

AWARENESS EXERCISE

I invite you to participate in the following awareness exercise. It is a simple and pleasant way of reminding each one of us what it is about life that makes it truly enjoyable for us.

Now, have a pleasant time responding to the following questions.

Questions to Consider

1. What are the five most enjoyable interests, hobbies, and pursuits that I am involved in presently? Please include personal and professional pursuits.

____

____

____

____

____

2. What have been the three most important qualities and/or traits that I have developed throughout my lifetime?

____

____

____

3. What are the five most enjoyable activities I share or would like to share with others? (Please note that "activities" may refer to simple conversational time, sharing a hobby, teaching a professional skill, etc; moreover, an "enjoyable activity" does not have to be an accomplished skill.)

____

____

____

____

____

Thank you,

____

Eileen Conway-Martin
Education Specialist
INTERGENERATIONAL PROGRAM

SAMPLE LETTERS (ETC.)

I want to express my appreciation for the opportunity to discuss with you the idea of "Intergenerational Learning" and its potential for application in the Prince Edward Island education system. It is always a special privilege to share ideas with professionals so committed to the value of education for people, and so involved in the utilization of this ultimate value ... for this, I thank you.

During the fall and throughout the school year, I look forward to similar occasions where insights, ideas, and experience may be exchanged by telephone or in formal and/or informal meetings.

In closing, it is through being informed, sharing ideas, and "creating cooperatively" that students' lives can be enhanced; moreover, together we, Educational Programs on Aging and you the Department of Education, share this as the ultimate goal of our best efforts.

Sincerely yours,

Eileen Conway-Martin

EC-M:BB

Eileen Conway-Martin
Education Specialist
Intergenerational Programs

PS: *Enclosed you will find an "Idea Catcher" to store those ideas in between our contacts; moreover, please enjoy your "brainstorming" as I'm certain you will the concrete application of your ideas in the schools. Thank you.*

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000,
Charlottetown,
Prince Edward Island.
C1A 7N8

August 26, 1985

Honourable Leone Bagnall
Minister of Education
P. O. Box 2000
Charlottetown, PE C1A 7N8

Dear Mrs. Bagnall:

Welcome to academic Year 1985/86!! With a great deal of enthusiasm, I again look forward to collaborating with you and the many fine professionals within Education in the upcoming year regarding the 'Intergenerational Program.' As always, we the educators, along with our community elders and students, will be amazed at the unending stimulating possibilities we will together be creating in our pursuit of educational enhancement within Prince Edward Island.

Specifically, we can together look forward to the continuation of our one-on-one projects, 'Dialogue Series,' and 'Intergenerational Learning Seminars,' i.e., Nutrition Awareness, the semianr in which you participated. Furthermore, we will also be certain that this year's creativity, yet to be tapped, will unfold even more ideas for positive intergenerational experiences. In the midst of this educational development, I would be pleased to consult with you as your consultation has always been so beneficial to the entire intergenerational program.

In closing, it is my pleasure to begin a new year with you and the entire Department of Education, as we continue to strengthen P.E.I.'s commitment to life-giving education through intergenerational experiences.

Sincerely yours,

Eileen Conway-Martin

EC-M:BB

Eileen Conway-Martin
Education Specialist
INTERGENERATIONAL PROGRAMS - EPA

PS: Enclosed is information regarding a conference I have been asked to present. It is the Canadian Association on Gerontology national convention in Hamilton, Ontario, October 17-20, 1985.

cc Jane Cushing
Janet Yuill

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000
Charlottetown
Prince Edward Island
C1A 7N8

September 10, 1985

Dear

Greetings! I am excited to welcome in with you a new academic year. As we together discovered last year, the possibilities for educational enrichment through intergeneration experience are endless--as endless as one's imagination. Furthermore, due to careful planning, proper matching, and mutual decision-making on the part of all involved last year, you, your students and staff, reaped the benefits of a very stimulating educational experience, responsive to the school's specific curriculum needs. Ultimately, the year proved to be a very positive and successful one 'intergenerationally, largely because of you and your school's commitment. Thank you!

As we approach this year, I would like to inform you as to intergenerational possibilities that may be of interest to you. Enclosed are menos regarding potential programs.

In addition, I will be available to assist you with program development from November, 1985, throughout the academic year. In light of the fact that new school units (2,4, and 5) are being initiated into the project, this is where my initial commitment must be made, (this being similar to the commitment I gave to schools in units 1 and 3 last year).

In closing, I look forward to ongoing intergenerational involvement during the upcoming year. Again, visitation to your school and presentation of evaluation findings (1984/85 Intergenerational Programs) will take place during November; however, information on any intergenerational touring programs that may be relevant previous to November will be forwarded to you.

Wishing you all the best,

Eileen Conway-Martin

EC-M:BB

Eileen Conway-Martin
Education Specialist
INTERGENERATIONAL PROGRAMS - EPA

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000,
Charlottetown,
Prince Edward Island,
C1A 7N8

July 16, 1985

Dear ______________

With my deepest appreciation, I wish to thank you for your participation within this year's school program. I thank you especially for your excitement, the talents and gifts you shared, and your very sincere interests in the students before you.

Sharing across the generations, as we are well aware is a wonderful and fruitful experience; thus, I am grateful to you for assisting me in creating such life-giving events.

In closing, thank you again for your personal and unique talents and sincere interest--I couldn't have accomplished it without you. In light of this year's tremendous success, the school (s) will be planning future **intergenerational** events (expereinces between the generations). I will keep in touch. Please do the same with me ... to share an **idea, question, or a welcome hello.**

Sincerely yours,

Eileen Conway-Martin

Eileen Conway-Martin

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000,
Charlottetown,
Prince Edward Island,
C1A 7N8

January 8, 1986

TO: Steve Connolly
Mary Sutherland
Helen Herring
Jack Bigelow

Dear

Thank you so much for giving your time and talent to our recent meeting regarding the Intergenerational Program. It was a privilege to share ideas and deep interests with you concerning the most valuable resource within our community--people. With great enthusiasm, I am looking forward to initiating your ideas and will call upon you very soon if I need further guidance.

Enclosed are a series of press releases regarding the program that will acquaint you with the range of present options available. Truly, in an ongoing way, though, we know that program ideas are endless--as endless as the gifts and talents of all Islanders. Thank you again for your fine expertise. I hope to be in touch soon.

Sincerely yours,

Eileen

EC-M:BB

Eileen Conway-Martin
Intergenerational Programs
EDUCATIONAL PROGRAMS ON AGING

Encl.

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000,
Charlottetown,
Prince Edward Island,
C1A 7N8

TO: O'Leary Elementary Staff

FROM: Eileen Conway-Martin, Education Specialist
Intergenerational Program

DATE: February 26, 1985

SUBJECT: **FUTURE OF INTERGENERATIONAL PROJECT**

Thank you, initially, for the cooperation and graciousness each of you demonstrated through the Heritage Week celebrations, in particular the Heritage Crafts afternoon, Wednesday, Feb/20/85, of which I was involved. Truly all of us were touched by the presence and pride within the elder craftpersons participating that day. As a community, O'Leary has much to be proud of; furthermore, that admiration could clearly be seen through the eyes of the children, the elders and also yourselves. Thank you for a rich and rewarding day.

Finally, through conversation with Mr. Weeks, I have become aware of the several commitments that you, as individual teachers, have ongoing at this time. Well aware of how challenging your position can be, I along with Mr. Weeks have agreed to not schedule any intergenerational events within the school at this time. In addition, a meeting will take place at the end of March--following spring break with Hilda Smallman, Staff Intergenerational Contact Person, and Mr. Weeks, Principal; furthermore, after returning from spring break, it would be helpful if you would share your ideas with Hilda regarding options for intergenerational involvement from April to June, 1985.

In closing, thank you again for your graciousness and have a wonderful, well deserved spring vacation.

Eileen

EC-M:BB

Eileen Conway-Martin
Education Programs on Aging

cc Dr. Thomas Hall

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000,
Charlottetown,
Prince Edward Island,
C1A 7N8

September 4, 1985

Ms. Nancy Gurley, Coordinator
Recreation Department
Montague, P.E.I.
COA 1RO

Dear Nancy:

Thank you so much for your invaluable assistance in the recent Montague Intergenerational Blueberry Festival. What a harmonious day it was for all--the youth, the seniors, and each one of us. I will never forget how remarkable it was; it seemed as if all of us, though strangers, had been friends or even family for many years. It never ceases to amaze me how much closer the generations can come when they participate cooperatively in an exciting intergenerational event.

Of significance is the quality direction that you personally gave to the program regarding the initial youth recruitment, program design, facilitation of activities, and most especially, the strong belief that intergenerational programming was a valuable asset for Montague's recreation program.

The community of Montague grew a little stronger and closer because of your efforts within this wonderful day. In closing, I look forward to working with you in an ongoing way in the future as we, together, strive to build bridges between the generations and ensure participation of community seniors within Montague.

Sincerely yours,

Eileen

EC-M:BB

Eileen Conway-Martin
Intergenerational Programs
EDUCATIONAL PROGRAMS ON AGING

PS Enclosed is an evaluation pertaining to the day. Please include any comments or suggestions that could assist me in planning even better intergenerational events.

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000,
Charlottetown,
Prince Edward Island,
C1A 7N8

July 16, 1985

Dear ______________________

I would like to commend you for this year's coverage of the **Prince Edward Island's Intergenerational Program,** sponsored by the Health Promotion Directorate, Health and Welfare Canada. As we are well aware, the media is the message and one of the most influential focuses within society regarding attitude formation. In light of your excellent, comprehensive, and positive coverage, I feel quite certain that the powerful message you transmitted in terms of **aging** and **intergenerational relationships** was one that greatly enhanced our program's purpose, i.e., positively increasing each person's attitude on aging.

With sincere appreciation, I thank you once again and do look forward to our ongoing working relationships within the upcoming year.

Sincerely yours,

Eileen Conway-Martin
EDUCATION SPECIALIST

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

PRINCE EDWARD ISLAND

Box 2000,
Charlottetown,
Prince Edward Island,
C1A 7N8

ARTISAN DAY

GREETINGS!

You are cordially invited to participate in the

We wish to acquaint students with a variety of crafts and art forms; thus, we encourage you to display and demonstrate, as possible, your personal creations on this day.

In closing, one of us, (Eileen Conway-Martin) will be in touch with you by telephone shortly concerning this event. If you do wish to call, please call collect (892-5471 Ext 399 or 381) Eileen Conway-Martin, Health and Social Services.

Looking forward to your participation.

4171

JOURNÉE D'ARTISAN

Salut!

Vous êtes cordialement invité à participer à la journée d'artisan qui aura lieu à

l'école Callaghan
vendredi, le 24 mai 1985
de 1:00 à 3:00 p.m.

Nous voulons renseigner les élèves au sujet d'une variété d'artisanats et de travaux artistiques. Donc, nous vous encourageons à venir exposer et démontrer, si possible, vos créations personnelles le 24 mai.

En terminant, une d'entre nous, (Eileen Conway-Martin) vous téléphonera à ce sujet. Si vous désirez nous appeler, veuillez téléphoner, à frais virés (892-5471, ext. 399 ou 381) à Eileen Conway-Martin, Ministère de la Santé et Bien-être.

C'est avec plaisir que nous attendons votre participation.

WE, THE STUDENTS OF THREE OAKS HIGH SCHOOL

AND THE RESIDENTS OF WEDGEWOOD MANOR

CORDIALLY INVITE YOU

TO ATTEND A CELEBRATION

at

WEDGEWOOD MANOR

WEDNESDAY, JANUARY 29, 1986

10:30 to 12 (noon)

"FRIENDS: FROM THE PAST ... FOR THE FUTURE"

- - - our intergenerational project - - -

will be launching its resource book and videotape

and we would like you to be there with us.

All of us look forward to sharing with each one of you

this special day.

- - - - - -

R.S.V.P. 436-4831 Wedgewood Manor
Monday - Friday (8:30 - 4:30)

EVALUATIONS

E1

EVALUATION

INTERGENERATIONAL LEARNING WORKSHOP

PLACE: ______________________________

DATE: ______________________________

	VERY MUCH SO	FOR THE MOST PART	SOMEWHAT	NOT REALLY
1) The workshop overall met my expectations				

Comments: ______________________________

____

2) The presentations were informative				

Comments: ______________________________

____

3) The speakers were clear and understandable				

Comments: ______________________________

____

4) I had a chance to ask questions and/or share my own ideas.				

Comments: ______________________________

____

5) a. The strong points in the workshop were ______________________________

____

____

b. The areas that could be improved on were ______________________________

____

____

Thank you for being present with us today and for sharing your ideas with us. Thank you also for your interest in completing this form as it is an opportunity for us to learn that much more about intergenerational programing from you.

Eileen

Sincerely, Eileen Conway-Martin, Education Specialist, Educational Programs on Aging

FINAL EVALUATION ... EPA INTERGENERATIONAL PROGRAMS

PERSONNEL INVOLVED: *students*

LOCATION:

DATE:

	VERY MUCH SO	FOR THE MOST PART	SOMEWHAT	NOT REALLY
1) I enjoyed my time with older persons from the community -				
2) One of the things I enjoyed most was (comments)				
3) I think that older persons are talented and have something to offer to me -				
4) I am looking forward to growing older myself -				
5) When I am 65, I will be (comments)				
6) I would like to continue to spend time with older persons - (a) in school (where/when) -				
(b) in the community (where/when)				

Thank you for your involvement with us and your interest in completing this form, as it is an opportunity for us to learn that much more about intergenerational programming from you. .

Eileen Conway-Martin, Education Specialist

FINAL EVALUATION ... EPA INTERGENERATIONAL PROGRAMS

PERSONNEL INVOLVED: Resource Persons

LOCATION:

DATE:

	VERY MUCH SO	FOR THE MOST PART	SOMEWHAT	NOT REALLY
1) I felt my personal skills and expertise were well utilized within the intergenerational programs -				
2) Involvement in the intergenerational programs has helped me feel better about myself -				
3) Having participated in the programs, I feel more positive that - (a) I have much to offer presently -				
(b) At each point in my life, I will continue to have much to offer -				

4) I would look forward to being involved another time -

5) The (a) strengths of the program were -

(b) areas to be changed would be -

6) Additional ideas for intergenerational programs involving myself or others would be (comments) -

Thank you for your involvement with us and your interest in completing this form, as it is an opportunity for us to learn that much more about intergenerational programming from you.

Eileen Conway-Martin - Education Specialist

FINAL EVALUATION - EPA INTERGENERATIONAL PROGRAMS

PERSONNEL INVOLVED: school personnel

LOCATION:

DATE:

	VERY MUCH SO	FOR THE MOST PART	SOMEWHAT	NOT REALLY
1) The Intergenerational Learning Program has the potential of enhancing curriculum areas for the students involved -				
2) Because of my experience with the Intergenerational Program, I will call upon older persons from the community more frequently to supplement my classroom program -				

3) I seemed to develop more of a positive attitude

(a) for older persons

(b) for the aging process

4) (a) The strengths of the intergenerational program were

(b) The areas to be modified were

5) In the future, I would like to see (comments)
(program types)

Thank you for your involvement with us and your interest in completing this form, as it is an opportunity for us to learn that much more about intergenerational programming from you.

Eileen Conway-Martin, Education Specialist

FINAL EVALUATION EPA INTERGENERATIONAL PROGRAMS

PERSONNEL INVOLVED: Administration - Superintendent

LOCATION:

DATE:

	VERY MUCH SO	FOR THE MOST PART	SOMEWHAT	NOT REALLY
1. The intergenerational project, through its programs, has the potential of enhancing the curriculum of the students -				
2. Each of the programs were well coordinated with the schools involved -				

Comments:

3. Intergenerational programing has been a positive involvement for the school unit(s) in respect to the overall community -				

Comments;

4. In the future, I would like to see intergenerational programs continue -				

Comments: (examples of possible programs include)

Thank you for your involvement with us and your interest in completing this form, as it is an opportunity for us to learn that much more about intergenerational programming from you. Eileen Conway-Martin, Education Specialist, EPA

FINAL EVALUATION EPA INTERGENERATIONAL PROGRAMS

PERSONNEL INVOLVED: Community Involvement

LOCATION:

DATE:

	VERY MUCH SO	FOR THE MOST PART	SOMEWHAT	NOT REALLY
The Intergenerational Program contributed to our respective organization, community, or community event.				

Comments:

I look forward to future opportunities				

Examples would include:

Thank you for your involvement with us and your interest in completing this form, as it is an opportunity for us to learn that much more about intergenerational programing from you.

Eileen Conway-Martin, Education Specialist

PROVINCE DE L'ILE-DU-PRINCE EDOUARD
DÉPARTEMENT DE SANTÉ ET SERVICES SOCIAUX

Certificat de reconnaissance

Ceci certifie que

____

a participé dans un événement éducatif élaboré
par le projet "Educational Programs on Aging"

Date: ______________ Durée: ______________
Endroit: ______________________________
Événement: ______________________________

MINISTRE DE SANTÉ ET SERVICES SOCIAUX DE L'I.P.E.

☐ Projet d'intergénération ☐ Formation pour fournisseur(euse) de services

Presênté par:

Direction de la Promotion de la santé
Santé et Bien-être social Canada

PROVINCE OF PRINCE EDWARD ISLAND
DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Certificate of Recognition

This is to certify that

____

participated in an educational event designed
by the Educational Programs on Aging project.

Date: ____________________ Duration: ____________________

Place: ____

Event: ____

MINISTER OF P.E.I. HEALTH AND SOCIAL SERVICES

☐ Intergenerational Project ☐ Training for Service Providers

Sponsored By:

Health Promotion Directorate
Health and Welfare Canada